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ABSTRACT

This publication provides information about the education program requirements of the state board of education and the state statutes, together with suggested school district guidelines. Its three major purposes are to present the revised Minimum Standards for Public Schools adopted by the board in December of 1974, to specify criteria used to determine compliance with the standards, and to briefly describe characteristics of quality in instructional programs. While the new standards continue to reflect a need for beneficial teaching and learning conditions, for the purposes of standardization such conditions are largely relegated to secondary, supportive roles. With the emphasis shifted to educational management processes, the revised standards mark a transitional step in orientation--away from management input and toward processes focused on student learning outcomes. (Author/IRT)

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ELEMENTARY-SECONDARY GUIDE FOR OREGON SCHOOLS

PRE-PUBLICATION DRAFT
MAY, 1975

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ELEMENTARY-SECONDARY GUIDE FOR OREGON SCHOOLS

Pre-Publication Draft

May 1975

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FOREWORD

The State Board of Education in December 1974 adopted revised Minimum Standards for Oregon Public Schools. They are a product of more than three years of study and development. Twenty-nine public hearings and workshops were held throughout the state to obtain reactions and suggestions from school administrators, teachers, board members and other interested persons. In addition, copies were distributed widely for review by school officials and others. The revised standards were considered by the State Board of Education in eight official readings prior to adoption. The Department is particularly indebted to the state accreditation committee which served continuously during the three-year period under the leadership of Thomas Summerfield, Winifred Herbert and William Proppe who chaired the committee during successive terms.

The standards together with the other materials in the publication will be used as a field-test instrument for standardization and advice to school districts during the 1975-76 school year. Groups and individuals will have opportunities to make recommendations for improving the guide after which the guide will be revised and reprinted.

We welcome your comments and suggestions for improving this guide.

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INTRODUCTION

This Elementary-Secondary Guide for Oregon Schools provides information about State Board of Education and statutory education program requirements, together with suggested guidelines for school districts. It has three major purposes:

- to present the revised Minimum Standards for Public Schools adopted by the Board December 1974;
- to specify criteria used to determine compliance with the standards;
- to briefly describe characteristics of quality in instructional programs required by the standards and in other programs offered in Oregon schools.

The revised minimum standards which appear in Part I are quite different from previous editions of the standards. The earlier standards, dating back to the enactment of the Basic School Support Fund laws of 1947, dealt mostly with physical plant, personnel and organizational matters considered necessary for good teaching and learning conditions. The new standards emphasize planning and implementation--defining and assessing goals, identifying program needs, using diagnostic and prescriptive instructional procedures.

While the new standards continue to reflect a need for beneficial teaching and learning conditions, such conditions are for the most part relegated to secondary, supportive roles for the purposes of standardization. With the emphasis shifted to educational management processes, the revised standards mark a transitional step in orientation, from management input to processes focused on student learning outcomes.

How the Guide is Organized

The chart on pages vi-vii illustrates how the materials in the guide are organized. The "Part I" column states a component of Oregon Administrative Rule 22-230 requiring districts to develop "Program goals that are statements of desired learner outcomes...." Indicators "1" and "2" describe the evidence which must be present to show that a district complies with the standard. Although references are made to Oregon statutes and other Oregon administrative rules where applicable, the standards and indicators of compliance are the main substance of Part I.

Part II of the guide, represented in the second column of the chart, gives examples of quality indicators. They suggest possibilities for program improvement beyond the minimum requirements.

Part III of the guide presents descriptive outlines of the purpose, program goals, curriculum content and organization, and indicators of quality of each required instructional program* and of other programs commonly offered by schools. Column three of the chart illustrates program level goals required by OAR 22-230.

*See Glossary for definition of INSTRUCTIONAL PROGRAM

ELEMENTARY-SECONDARY GUIDE		
PART I: Standards and Indicators of Compliance[1]	PART II: Indicators of Quality[2] of District Compliance Provisions	
Example: see page I-8 OAR 22-230 Instructional Planning Each school district shall have adopted and implemented a system of .... A. GOALS: The district has developed interrelated sets of: 1. District goals that are .... 2. Program goals that are statements of desired learner outcomes for each instructional program offered by the district in grades kindergarten through 12. 3. Course goals that are .... Indicators of Compliance: 1. A document containing: • program goals that encompass the range of learner outcomes desired from participation in each of the instructional programs offered by the district in grades kindergarten through 12; and, 2. An item (or items) in the minutes of district school board meetings which reflects that the contents of the document (described in the paragraph above) represent the adoptions on which current educational program implementations are based.	Example: See page II-2 OAR 22-230 Instructional Planning Program Goals: • Each set of program goals provides a comprehensive description of all desirable learning for students to attain by program completion. • Each program goal is clearly related to one or more district goals and one or more course goals. • Each program goal can be translated into observable performance indicators, some of which may be reliably observed only over a long term (e.g., post-schooling observation of attitudes and values.)	

[1] Indicators of Compliance answer the question: "Does the District comply with this component of the standard?"

[2] An indicator of quality is an object, structure, process, event or other observable piece of evidence that can be used by itself or with other information to judge the adequacy, excellence or productivity of a standard program.

FOR OREGON SCHOOLS	
PART III: Instructional Program Descriptions[3]	Instructional Program Handbooks[4]
Example: See page III-33 PERSONAL FINANCE EDUCATION GOALS Students will: 1. Have the knowledge, understanding and skills needed to function responsibly in the interrelated roles of wage-earner and wage spender. 2. Possess the basic tools for reaching financial decisions which contribute to family stability and personal satisfaction.	Example from Personal Finance Education Course Goals: 1.11 Every high school graduate will know where to find information about job opportunities. 2.12 Every high school graduate will be able to construct a realistic budget for families with different needs.

[3] The principal components of each instructional program description are:

- Purpose
- Goals
- Curriculum Content and Organization
- Indicators of Quality

[4] Instructional program handbooks are publications in program areas which expand on the Part III program descriptions by suggesting:

- Course goals and performance indicators
- Program content
- Learning experiences
- Instructional processes
- Learning resources
- Evaluation techniques
- Other aids to the development of courses of instruction

The programs described in Part III are designed to serve the need for a statewide instructional program framework. Local districts have historically retained major responsibility for the operation of their school programs. However, to insure the maintenance of a desirable degree of uniformity among programs throughout the state, the legislature assigned to the State Board of Education certain functions and related authority, including the responsibility to prescribe required or minimum courses of study (ORS 326.051). Moreover, the local district is charged to "see that the courses prescribed by law and by rules of the State Board of Education are carried out...." (ORS 336.035).

In addition to the need to assure access to a quality education for each child, such functions as state textbook adoptions, the definition of teaching norms for teacher training, certification and assignment, and program budgeting require the maintenance of a state educational program which has certain uniform elements that can be identified and described.

Prior to the mid-1930's, the state educational program guides consisted almost entirely of outlines of prescribed subject content and carried the title: State Course of Study. After that time, the guides tended to become less specific as to subject area content; placed more emphasis on educational objectives as opposed to content to be covered; suggested alternatives for meeting the program objectives; and offered recommendations concerning the adaptation of program content and methodology to meet individual student needs, student and program evaluation, and related subjects including available instructional resources.

The state curriculum publications came to be designated as "Guides to Education in Oregon" in keeping with their changed character, but they continued to be regarded as courses of study pursuant to the applicable sections of ORS 326.051 and ORS 336.035 and were accordingly filed as Oregon administrative rules. The most recent revisions of these guides were:

Guide to Elementary Education in Oregon, 1966
Guide to Junior High School Education in Oregon, 1963
Guide to Secondary Education in Oregon, 1966

Therefore a major purpose of Part III is to provide, in conjunction with the standards and compliance indicators in Part I and the quality indicators in Part II, a revised guide to elementary and secondary education in Oregon so that there will continue to be a curriculum framework to identify the major goals and substance of the state's K-12 instructional programs.

The right-hand column of the chart shows the relationship of this guide to the Department of Education program handbooks. The handbooks are designed to help curriculum planners and teachers plan local instructional goals and activities in the various subject matter areas, which support statewide goals for education. Examples of these publications are: Art Education In Oregon Elementary

Schools, Science Education for Oregon Public Schools, and Music Education in Oregon Public Schools; they are now out of print for the most part. Personal Finance Education, Driver Education in Oregon Secondary Schools, and the career education cluster materials are examples of current instructional handbook materials.*

*Department publications mentioned in this guide may be obtained by writing to the Documents Clerk, Oregon Department of Education, 942 Lancaster Drive NE, Salem, OR 97310.

PART I

MINIMUM STANDARDS FOR PUBLIC SCHOOLS AND INDICATORS OF COMPLIANCE

The standards presented on the following pages supersede the Minimum Standards for Public Schools issued in 1966. Although altered considerably to reflect changed conditions, the revised standards continue to serve the general purposes for which they were established when the Basic School Support Fund was enacted in 1947. Primarily, the standards are used as a means of qualifying school districts for state school funds. The State Board of Education also considers educational standards as a vehicle for:

- Implementing equal educational opportunity.
- Providing for student health, safety and learning needs.
- Establishing a basic foundation on which local school districts may build quality education programs.

Part I includes:

• STANDARDS - Beginning with Standard 22-230 Instructional Planning, each section of the standards that contains a single requirement, or a set of closely related requirements, is quoted. The standards appear in boxes to distinguish them from other narrative; they appear as a complete set in Appendix B. The standards are the only portion of the guide that have been filed as administrative rules unless otherwise noted.

• COMPLIANCE DATE - The quoted section of each standard is followed by a compliance date. These compliance dates are also summarized in Appendix B. Since the revised standards include several requirements related to planning processes, the Board has set delayed compliance dates ranging from September 1, 1975, to September 1, 1980. This provides time for orderly planning and development of implementation procedures, and for staff in-service as needed.

• INDICATORS OF COMPLIANCE - The quoted requirement(s) and compliance date are followed by "Indicators of Compliance."* They are a new feature of this guide and are to be used as a basis for evaluating school standardization. Indicators of Compliance describe the required evidence which will demonstrate that the district's programs or procedures meet the requirement(s).

• NEW TERMS - Several new terms appear in the revised standards. In addition, several familiar terms have been critically interpreted in relation to the standards in which they appear. The definitions that are essential to understanding the standards appear in footnotes where the terms are first used. They are repeated in the Glossary along with other less critical definitions. In some instances, the definitions in footnotes will differ slightly from those in the Glossary; the footnotes provide only a limited definition of the terms within the specific contexts of the standards using them.

• RELATED STATUTES AND RULES - In addition to the minimum standards, there are a number of Oregon statutes and administrative rules related to the nature and operation of school programs. To provide a central reference, ORS and other OAR provisions are noted by number and descriptive title throughout the guide. (See also Appendix A)

• REFERENCES TO INDICATORS OF QUALITY - The final notation under each quoted section of the standards is a reference to indicators of quality characteristics of programs presented in Part II.

*See Glossary for definition of INDICATOR OF COMPLIANCE

MINIMUM STANDARDS FOR PUBLIC SCHOOLS

22-201 OREGON STATE BOARD OF EDUCATION GOALS FOR ELEMENTARY AND SECONDARY EDUCATION

Preamble

The State Board of Education, in response to the changing needs of Oregon learners, sets forth six goals for the public schools.

Conceived and endorsed by Oregon citizens, the statewide goals are designed to assure that every student in the elementary and secondary schools shall have the opportunity to learn to function effectively in six life roles: INDIVIDUAL, LEARNER, PRODUCER, CITIZEN, CONSUMER, and FAMILY MEMBER. Each goal suggests the knowledge, skills, and attitudes needed to function in these life roles.

The statewide goals shall be implemented through the district, program and course goals of each local school district. These local goals are set by schools and communities together to fulfill a mutual responsibility for the education of every student. Because most of the knowledge and skills needed to function effectively in the role of LEARNER are acquired in school, the school has primary responsibility for helping students achieve this goal.

Each school and its community should establish priorities among the goals to meet local needs, and allocate their resources accordingly. This process should provide each student with the opportunity to achieve the requirements for graduation from high school, and as much additional schooling as school and community resources can provide.

Statewide Goals for Schooling

Each individual will have the opportunity to develop to the best of his or her ability the knowledge, skills, and attitudes necessary to function as a (an):

- INDIVIDUAL: To develop the skills necessary for achieving fulfillment as a self-directed person; to acquire the knowledge necessary for achieving and maintaining physical and mental health and to develop the capacity for coping with change through an understanding of the arts, humanities, scientific processes, and the principles involved in making moral and ethical choices.

- LEARNER: To develop the basic skills of reading, writing, computation, spelling, speaking, listening, and problem-solving; and to develop a positive attitude toward learning as a lifelong endeavor.

PRODUCER: To learn of the variety of occupations; to learn to appreciate the dignity and value of work and the mutual responsibilities of employes and employers; and to learn to identify personal talents and interests, to make appropriate career choices, and to develop career skills.

CITIZEN: To learn to act in a responsible manner; to learn of the rights and responsibilities of citizens of the community, state, nation, and world; and to learn to understand, respect and interact with people of different cultures, generations and races.

CONSUMER: To acquire knowledge and to develop skills in the management of personal resources necessary for meeting obligations to self, family, and society.

FAMILY MEMBER: To learn of the rights and responsibilities of family members, and to acquire the skills and knowledge to strengthen and enjoy family life.

[Compliance Date 9-1-75]

22-205 LEGAL AUTHORITY

Standards for Oregon public schools are developed and issued by the Oregon State Board of Education under authority of ORS 326.051. The minimum standards and rules adopted by the Board are requirements with which all public schools must comply. These standards are not applicable to community colleges which are defined in Chapter 341, Community Colleges, Oregon Revised Statutes, except for program requirements necessary for the granting of adult high school diplomas.

[Compliance Date 9-1-75]

22-210 ADMINISTRATION OF THE STANDARDIZATION PROGRAM

The Accreditation Section of the Oregon Department of Education is responsible for the evaluative and reporting instruments used in school standardization.

The Department initiates standardization visits to public elementary and secondary schools on a regularly scheduled basis and at other times as deemed necessary by the Department. A public school desiring an official standardization appraisal at other than the scheduled times may present a written request to the Department. The school will be classified after a formal standardization visit.

A nonpublic elementary or secondary school desiring an official standardization appraisal will present a written request to the Department. The school will be classified after a formal standardization visit.

[Compliance Date 9-1-75]

22-215 DEFINITIONS

As used in Administrative Rules, Sections 22-001 to 22-020, unless otherwise indicated in the context:

STANDARD SCHOOL: A school which meets the provisions of the minimum standards adopted by the State Board of Education.

NONSTANDARD SCHOOL: A school which fails to meet the provisions of the minimum standards of the State Board of Education and which, within ninety days of the official notification of deficiency by the Superintendent of Public Instruction, has not submitted a plan of correction or has not adhered to the plan of correction received and approved by the Superintendent.

CONDITIONALLY STANDARD SCHOOL: A school which has failed to meet the provisions of the minimum standards but for which the local school board has adopted and submitted a plan for correcting the substandard conditions, and the plan has been approved by the Superintendent of Public Instruction.

ELEMENTARY SCHOOL: An organizational unit composed of any combination of grades kindergarten through 8.

MIDDLE SCHOOL: An organizational elementary school unit composed of grades 5, 6, 7, and 8, or a combination thereof; organized separately from other elementary grades in the system, and identified as a middle school with the Oregon Department of Education.

JUNIOR HIGH SCHOOL: An organizational secondary school unit composed of grades 7, 8, and 9, or a combination thereof; organized separately from other grades in the system; and approved as a junior high school by the Oregon Department of Education.

HIGH SCHOOL: An organizational unit composed of grades 10 through 12, or a combination thereof, in districts providing a junior high school which contains grade 9; or, grades 9 through 12, or combinations thereof organized in a separate unit; or grades 9 through 12 housed in a building containing grades kindergarten through 12; or, grades 7 or 8 through 12 which organization has been approved by the Oregon Department of Education.

[Compliance Date 9-1-75]

22-220 ASSIGNMENT OF STANDARDIZATION CLASSIFICATION

A. An official standardization classification is assigned to each school in a district after an on-site appraisal supervised by personnel of the Oregon Department of Education.

B. The classifications are:

1. Standard school;
2. Nonstandard school; and
3. Conditionally standard school.

C. A school district with one or more nonstandard schools shall be classified nonstandard and must submit a plan of correction to the Superintendent of Public Instruction pursuant to ORS 327.103 (3) which shall provide specific steps to correct each substandard condition, a completion date for correcting each substandard condition, and the date of approval of the plan by the school district board of directors. When the district's plan of correction is approved by the Superintendent, the classification of the school district will become conditionally standard.

D. A conditionally standard classification indicates a temporary status. Failure of the district to meet the terms of the correction plan will cause the classification of the school to revert to nonstandard, until such time as it adheres to the plan or an amended plan has been presented and approved by the Superintendent.

E. When a school classified as conditionally standard has completed its plan of correction and local district officials certify that the school is meeting all the provisions of the minimum standards; the Superintendent of Public Instruction may change the classification of the school to standard. The classification is subject to review at any time deemed necessary or desirable in light of changes in local conditions or in the requirements of the standards.

[Compliance Date 9-1-75]

22-225 WAIVER PROVISIONS

A. When a school district believes it is not feasible to comply with a specific standard in a school or schools, it may petition the Oregon Department of Education for a waiver.

B. The petition for a waiver shall:

1. Identify the specific standard for which the waiver is requested.

2. Provide detailed information about why the district cannot reasonably comply with the standard.

3. Provide detailed information about how the distrit is compensating to protect the education, health, and/or safety of the children affected.

4. Identify a maximum period of time for which the waiver is requested.

C. In administering the standardization program, the Department will encourage school districts to develop instructional programs which exceed minimum standards as well as carefully planned pilot or experimental programs. When a special program or independent textbook adoption necessitates deviation from the standards, a school district will submit a description of its proposal and secure approval prior to implementing the change. Approval will be for a specified period of time and will be followed by an evaluation.

D. The Department shall approve such waivers and deviation when it has assurance that children are adequately protected, and shall specify the length of time the approval shall be in effect. All requests submitted to the Department shall have local school board approval.

E. Regarding those requirements which are specified in the Revised Statutes, approvals for waivers and deviations cannot be granted.

[Compliance Date 9-1-75]

22-230 INSTRUCTIONAL PLANNING

Each school district shall have adopted and implemented a system of instructional program planning and assessment that consists of the following:

A. GOALS[1]

The district has developed interrelated sets of:

1. District goals[2] that are statements of desired learner outcomes[3] specified by the local community and by the state as expressed by the Goals for Elementary and Secondary Education, State Board of Education. [Compliance Date 9-1-76]

2. Program goals[4] that are statements of desired learner outcomes for each instructional program offered by the district in grades kindergarten through 12. [Compliance Date 9-1-76]

3. Course goals[5] that are statements of desired learner outcomes for each course or other unit of study in grades 9 through 12 designated by the district as fulfilling the Minimum State Requirements for Graduation. [Compliance Date 9-1-77]

INDICATORS OF COMPLIANCE (22-230 A. GOALS)

1. A document containing:

- statements or lists of district, program, and course goals that: have been developed within the district; are stated as learner-outcomes; and are organized so that the nature of the intended relationships between the sets of district, program, and course goals can be identified; and,

[1]GOALS - statements of learner outcomes that are deemed desirable at the various levels of the organization responsible for the conduct of instruction--district, program, course.

[2]DISTRICT GOALS - statements of broad, general learner outcomes that a school district and its community see as desirable consequences of instruction and accept as relevant to attainment of the State Board of Education Goals for Elementary and Secondary Education.

[3]OUTCOMES - the results of educational experiences in school characterized by an established framework for viewing them.

[4]PROGRAM GOALS - statements of general learner outcomes considered to be desirable consequences of an instructional program or area of study, and which contribute to the attainment of district goals.

[5]COURSE GOALS - statements of those learner outcomes for grades 9 through 12 considered to be desirable consequences of the efforts of a particular course or unit of study, contributing to the attainment of program goals and the fulfillment of Minimum State Requirements for School Graduation.

- district goals that are related to and compatible with the State Board of Education approved goals for Elementary and Secondary Education; and,

- program goals that encompass the range of learner outcomes desired from participation in each of the instructional programs offered by the district in grades kindergarten through 12; and,

- planned course statements that include course goals, for each course or unit of study in grades 9 through 12 designated by the district school board as fulfilling the minimum state requirements for graduation; and,

2. An item (or items) in the minutes of district school board meetings which indicates that the contents of the document (described in the paragraph above) represent the adoptions on which current educational program implementations are based.

For indicators of quality in the interrelated sets of district, program, and course goal statements see Part II, 2.

B. PROGRAM GOAL ASSESSMENT[1]

The district has collected and reported assessment data and other relative information on student attainment in relation to program goals. [Compliance Date 9-1-79)

INDICATORS OF COMPLIANCE (22-230 B. PROGRAM GOAL ASSESSMENT)

1. Data and other relevant information on the performance of students in relation to program goal attainment that has been developed internally by staff and/or externally by contracted service; and,

2. Reports, prepared internally by staff and/or externally by contracted service, that present summaries of student performances in relation to the currently approved program goals for each instructional program in the district.

For indicators of quality in program goal assessment data see Part II, page 3.

[1]PROGRAM GOAL ASSESSMENT - the collection and reporting of information that describes the degree to which students are achieving program goals.

C. PROGRAM NEEDS IDENTIFICATION[1]

The district has identified and set priorities for program needs on the basis of program goal assessment data. [Compliance Date 9-1-79]

INDICATORS OF COMPLIANCE (22-230 C. PROGRAM NEEDS)

1. One or more of the following:

- a report that describes in narrative form the results of the most recent assessment of program goals and the most critical program needs revealed by that assessment, ordered in terms of priority;
- a chart or table that presents for each program goal the expected or previous performance of students in the district, the current level of student performance, and the most critical program needs as indicated;
- a list of the district's most critical program needs, ordered in terms of priority and accompanied by a narrative that explains those priorities both within and across programs on the basis of program goal assessment data; and,

2. An item (or items) in the minutes of district school board meetings which states that the contents of the material (described in the paragraph above) have been reviewed and approved/adopted.

For indicators of quality in identifying program needs and setting priorities on the basis of program goal assesment data, see Part II, 3-4.

D. PROGRAM IMPROVEMENT[2]

The district has developed policies to implement procedures for making program improvements to meet its priority needs. [Compliance Date 9-1-80]

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[1] PROGRAM NEEDS IDENTIFICATION - the development and application of procedures for specifying and prioritizing those differences between learner outcomes and the desired outcomes of program instruction that are sufficient to warrant considering program revision.

[2] PROGRAM IMPROVEMENT - the use of assessment and needs identification information in making program revisions and adaptations that result in the reduction of the needs noted in the program needs identification process.

INDICATORS OF COMPLIANCE (22-230 D. PROGRAM IMPROVEMENT)

1. A document which specifies the district's policies and procedures to be followed in dealing with those program needs that are currently of highest priority in the district; and

2. An item (or items) in the minutes of district school board meetings reflecting that the policies and procedures contained in the document (described in the paragraph above) represent current expectations with regard to implementing program improvements.

For indicators of quality in policies and procedures for making program improvements, see Part II, 4.

22-235 DIAGNOSIS[1] AND PRESCRIPTION[2]

Each school district shall have:

A. Adopted and implemented diagnostic procedures in basic skills[3] which assure identification of individual students' learning strengths, learning problems, interests and potential.
[Compliance Date 9-1-79]

INDICATORS OF COMPLIANCE (22-235 A. DIAGNOSTIC PROCEDURES)

1. A written description of diagnostic procedures that have been adopted by the district; and,

2. Records of assessment and diagnostic data that have been used to:

   - identify individual learners not attaining the goals being assessed within the district; and, to
   - identify those learners requiring specialized goals and experiences; and, to
   - describe the specific nature of the functions interfering with learning and the implications these have for the learning environment; and

[1] DIAGNOSIS - the identification of a student's learning strengths, problems, interests, and potential as they affect the ability to acquire and/or use basic skills.

[2] PRESCRIPTION - the use of adopted plans and procedures to provide learning experiences designed to meet the needs of individual learners as reflected by a diagnosis of their learning strengths, problems, interests, and potential.

[3] BASIC SKILLS - the ability to listen, speak, read, write, and to compute mathematically.

3. Observation that specialized diagnostic techniques are being employed to determine the possible causes of unanticipated or unsatisfactory learner outcomes.

B. Adopted and implemented plans and procedures to meet the instructional needs of students by providing learning activities to deal with individual learning strengths, learning problems, interests and special problems associated with handicaps. [Compliance Date 9-1-79]

INDICATORS OF COMPLIANCE (22-235 B. PRESCRIPTIVE INSTRUCTION)

1. A written description of the district program's provisions for prescriptive instruction based on diagnosed needs of individual students; and,

2. Records or classroom observations which verify that learning activities are being carried out, to include:

   - features that are consistent with special learner needs which have been determined through diagnostic procedures; and
   - specification of the alternatives available to learners diagnosed as having specific needs in relation to attainment of instructional goals.

For indicators of quality in diagnostic and prescriptive procedures, see Part II, 5.

22-240 EDUCATIONAL PROGRAM

A. Each school district which enrolls students in grades kindergarten through 8, or any combination thereof, shall provide instruction in communication skills[1], mathematics, science, social science, health education, physical education, music education, and the visual[2] and performing arts[3]. [Compliance Date 9-1-75]

[1] COMMUNICATION SKILLS - reading, writing, speaking, listening.

[2] VISUAL ARTS - art, the products of which endure or can be seen or comprehended through the eye, such as paintings, sculpture, architecture, drawings; includes the performing arts which relate to drama, dance and pantomime.

[3] PERFORMING ARTS - those visual arts that involve performing before an audience, such as drama, dance and pantomime.

INDICATORS OF COMPLIANCE (22-240 A. INSTRUCTIONAL PROGRAMS K-8)

1. Courses of study, curriculum guides, and/or class schedules which specify regularly scheduled instruction in the kindergarten through grade 8 school program, in communication skills, mathematics, science, social science, health education, physical education, music education, and the visual and performing arts; and

2. Observable instructional activities in the required areas of instruction. (For suggested time allotments, grades K-8, see Part II, 6.)

RELATED STATUTES

See Appendix A for summaries of several requirements pertaining to curriculum content and instructional management which are prescribed by Oregon law.

For indicators of quality in various instructional programs, see Part III, 6.

B. Instruction in grades kindergarten through 8, or any combination thereof, shall provide students with the opportunities to acquire knowledge and skills in personal development[1], social responsibility[2] and career development[3] applicable to the minimum competencies required for graduation[4] as adopted for the receiving high schools.
[Compliance Date 9-1-77]

[1]PERSONAL DEVELOPMENT - those areas of knowledge and skill to be acquired by students in order to survive and grow as an individual; included are competencies necessary to: (a) read, listen, analyze, speak, and write; (b) compute, using the basic processes; (c) understand basic scientific and technological processes; (d) develop and maintain a healthy mind and body; (e) develop and maintain the role of a lifelong learner.

[2]SOCIAL RESPONSIBILITY - those areas of knowledge and skill to be acquired by students in order to function effectively and responsibly as a: (a) citizen in the community, state, and nation; (b) citizen in interaction with his or her environment; (k) citizen on the streets and highways; (d) consumer of goods and services.

[3]CAREER DEVELOPMENT - those areas of knowledge and skill to be acquired by students in order to survive and advance in any career area. Included are competencies relating to: (a) good work habits; (b) positive attitudes toward work; (c) ability to maintain good interpersonal relationships; (d) ability to make appropriate career decisions; (e) entry-level skills for chosen career fields.

[4]MINIMUM COMPETENCIES REQUIRED FOR GRADUATION - those competencies (possession of skills, knowledge, and understandings to the degree they can be demonstrated) which the local school district operating the graduating high school has identified as those it is willing to accept as evidence that individual students are equipped to survive in the society in which they live.

INDICATORS OF COMPLIANCE (22-240 B. MINIMUM COMPETENCIES K-8)

1. Written district school board policies and/or administrative regulations governing the provision of students with opportunities to acquire, in the kindergarten through 8 program, knowledge and skills in personal development, social responsibility, and career development applicable to the minimum competencies required for graduation as adopted for the receiving high schools; and

2. Observable instructional activities in the kindergarten through 8 program associated with the development of skills and knowledge in the required areas of instruction which are applicable to the minimum competencies required for graduation as adopted for the receiving high schools.

For indicators of quality in program provisions described above, see Part II, 7.

C. Each school district that enrolls students in grades 9 through 12 shall offer those subjects that enable students to meet the following graduation requirements up to and including the graduating class of 1977:

1. Three Units (30 Semester Hours) in English-language arts;

2. Two Units (20 Semester Hours) in social studies. The social studies series requires courses in United States history-government and modern problems, or equivalent work approved by the State Board of Education;

3. Two Units (20 Semester Hours) in health education and physical education;

4. One Unit (10 Semester Hours) in science;

5. One Unit (10 Semester Hours) in mathematics; and

6. Ten Units (100 Semester Hours) in elective subjects unless local school board policy prescribes additional work in certain subjects.

[Compliance Date 9-1-75]

INDICATORS OF COMPLIANCE (22-240 C. GRADUATION REQUIREMENTS)

1. An instructional program description in a student handbook, curriculum guide or other publication which includes a listing or descriptions of courses required for graduation as prescribed by the standard.

[This component of OAR 22-240 continues the former OAR 22-035 (9) (a) (b) (c) and (10) (a) (b) (c) (d) (e) (f) through the 1976-77 school year.]

RELATED STATUTES

See Appendix A for summaries of several requirements pertaining to curriculum content and instructional management which are prescribed by Oregon Law.

D. Each school district that enrolls students in grades 9 through 12 shall implement the high school graduation requirements adopted by the State Board on September 22, 1972, which are effective beginning with the graduating class of 1978.

1. Credit Requirements for High School Program Completion

a. Each student is required to earn a minimum of 21 units of credit in grades 9 through 12.

b. Units of credit shall be earned in the following required areas of study:

(1) Communication skills - 3
(2) Mathematics - 1
(3) Social Science - 1
(4) Citizenship education - 1
(5) Laboratory science - 1
(6) Health education - 1
(7) Physical education - 1
(8) Personal finance - 1
(9) Career education - 1
(10) Electives - 10

c. The number of units of elective credits may be altered by the program design of the local district.

d. A district school board may establish additional credit requirements beyond the minimum number listed.

[Compliance Date 9-1-75]

INDICATOR OF COMPLIANCE (22-240 D, 1. CREDIT REQUIREMENTS)

1. District school board policy which specifies the units of credit required for high school program completion, including any alteration of elective credits and/or any credit requirements beyond the minimum number established by OAR 22-240 D,1.a. and b.

2. Diplomas and Certificates of Competency

a. A diploma shall be granted upon fulfillment of all credit, competency, and attendance requirements set by the state and local district.

b. A certificate which identifies acquired competencies may be awarded to those students who have met some, but not all of the requirements for the diploma, and have chosen to end their formal school experiences. [Compliance Date 9-1-75]

INDICATORS OF COMPLIANCE (22-240 D,2. DIPLOMAS AND CERTIFICATES OF COMPETENCY)

1. A district school board policy which specifies units of credit, competencies, and attendance requirements for earning a diploma; and

2. Student permanent records which show that those students receiving diplomas met state and local requirements, and

3. A district school board policy which specifies whether or not the district will award certificates of competency to students not meeting all graduation requirements, and which specifies conditions under which certificates of competency will be awarded if the board, in fact, has opted to award certificates.

3. Performance Requirements for Program Completion

a. Each student's transcript of record shall indicate satisfactory demonstration of the knowledge and skills necessary to function in the following areas:

(1) Personal Development: Each student shall demonstrate competencies necessary to:

(a) Read, listen, analyze, speak, and write.
(b) Compute, using the basic processes.
(c) Understand basic scientific and technological processes.
(d) Develop and maintain a healthly mind and body.
(e) Develop and maintain the role of a lifelong learner.

(2) Social Responsibility: Each student shall demonstrate the competencies required to function effectively and responsibly:

(a) As a citizen in the community, state, and nation.
(b) As a citizen in interaction with his or her environment.
(c) As a citizen on the streets and highways.
(d) As a consumer of goods and services.

(3) Career Development: Each student shall demonstrate competencies required to function effectively within a career cluster or broad range of occupations.

b. The local district shall identify those competencies it is willing to accept as evidence that individual students are equipped to survive in the society in which they live. All competencies need not be developed by each student within the formal schooling process. Schools shall provide the necessary instruction for those who need it. Schools will determine student progress toward development of these competencies, and such determination can be made during the normal operation of the school program. Extensive testing programs or testing days are not required.

[Compliance Date 9-1-75]

INDICATORS OF COMPLIANCE (22-240 D, 3. PERFORMANCE REQUIREMENTS FOR PROGRAM COMPLETION)

1. A written list of competencies which the district school board has adopted as requirements for graduation; and

2. Records which show the placement of competencies within courses or other activities through which students have the opportunity to achieve competencies; and

3. Student records which are used to record competency achievement and show that students receiving diplomas have met the district board-adopted competencies.

4. Attendance:

   a. Twelve school years, beginning with grade 1, of planned educational experience shall be required, except as local district school boards adopt policies providing for early or delayed completion of all state and local program, credit, and performance requirements.

   b. Local district school boards are encouraged to adopt policies allowing for individual program completion in more or less than twelve school years.

   c. Local district school boards may adopt policies to allow for credit by examination or allow credit for off-campus experiences.

   d. In any waiver of the attendance requirement, the administrator shall consider the age and maturity of the student, access to alternative learning experiences, performance levels, the desires of the parents or guardians, and guidelines of the Board [Compliance Date 9-1-75]

INDICATORS OF COMPLIANCE (22-240 D, 4. ATTENDANCE)

1. Written courses of study, programs of study, scope and sequence charts, or similar materials which describe twelve years of educational experience available for students in the local school district; and

2. District school policy statements which specify availability or non-availability to students of: early or delayed graduation, credit by examination, off-campus experiences; and

3. Written administrative rules which describe means by which the local administrator considers age and maturity of student, access to alternative learning experiences, performance levels, the desires of the parents or guardians, and guidelines of the district school board in waiver of the attendance requirement.

5. Developing Appropriate Electives and Additional Course Offerings Beyond State Minimums

a. Local districts shall develop elective offerings which provide students with opportunities to earn a minimum of ten elective units of high school credit. The development of these electives shall be structured in terms of the personal, social, career, and post-high school educational needs of students. Vocational, scientific, fine arts, modern language, and humanities needs of students shall be assessed in developing appropriate electives. Local districts are encouraged to provide varied experiences in the fine arts and humanities. [Compliance Date 9-1-75]

INDICATORS OF COMPLIANCE (22-240 D, 5. ELECTIVES AND ADDITIONAL COURSE OFFERINGS)

1. A listing of elective offerings provided to the students; and

2. Records which describe the process by which elective offerings are determined and student options exercised.

6. Local School District Responsibility for Implementation

a. The requirements shall be applicable beginning with the high school graduating class of 1978. Local school district plans for implementation of 22-040 shall be filed with and approved by the State Board by July 1, 1974.

b. Each school district shall have the option of requiring its graduating classes of 1976 and 1977 to meet the graduation requirements in accordance with subsection D. of this standard. Although classes of 1976 and 1977 may be graduated according to the state standards adopted in 1966, districts are urged to implement these rules as soon as possible. [Compliance Date 9-1-75]

INDICATORS OF COMPLIANCE (22-240 D, 6. RESPONSIBILITY FOR IMPLEMENTATION)

1. Oregon Department of Education records which show receipt of the local school district plans for implementation; and

2. District school board policies for initiation of requirements for 9th grade students during the 1974-75 school year; and district policy records that specify the requirements under which the class of 1978 and those thereafter will graduate; and

3. Written planned course statements for courses (units of credit) offered 9th grade students in 1974-75 and continuing thereon; and

4. District policy records which specify the requirements under which the classes of 1976 and 1977 will graduate.

For indicators of quality in high school graduation requirement requirements implementation (components C and D above), see Part II, 7.

7. Definition of Terms

a. Unit of Credit

One hundred thirty clock hours of instruction in a planned course shall be the minimum requirement for granting one unit or ten semester hours of credit. Independent study, work experiences, and research time may be counted as a portion of the 130 clock hours when identified as an integrated part of a planned course. Fractional units of credit may be allowed for work accomplished in a planned course of less than 130 clock hours in proportion to the amount of time allotted for the course. This minimum clock hour requirement may be waived pursuant to the provisions of 22-040 D. 7 c and D 4.

b. Planned Course

A planned course shall include, but not be limited to: course title; course overview; course goals to be achieved in terms of knowledge, skills, and values; and, where appropriate, minimum survival competencies. Planned courses in one or more required areas of study may be combined for instructional purposes with appropriate units of credit granted and recorded for each course. Within the school's program, provisions must be made for assuring that learning activities and evaluation procedures are identified for each course.

c. Credit by Examination

Credit by examination is a process for ascertaining student competencies for the purpose of waiving course requirements and, if deemed appropriate, granting credit.

d. Personal Finance

As used in 22-040 D. 1, "personal finance" means planned instruction aimed at helping students develop the competencies needed to cope with financial concerns related to their life roles as consumers and producers.

e. Career Education

As used in 22-040 D. 1. and 3. (3)., "career education" and "career development" mean planned instruction aimed at helping students develop general occupational competencies needed to function effectively within a career cluster or a broad range of related occupations.

f. Competencies

"Competencies" means possession of skills, knowledge, and understandings to the degree they can be demonstrated.

[Compliance Date 9-1-75]

For guidance in the development of local school district programs which will comply with OAR 22-240 D, see Oregon Graduation Requirements*:

Administrative Guidelines - Section I
Personal Development Education - Section II
Social Responsibility Education - Section III
Career Development Education - Section IV
Guidelines for Planned Course Statements
Guidelines for Record Keeping Procedures

For indicators of quality in 22-240 D, see Part II, 7.

22-245 ADMINISTRATION

A. Each school district shall keep on file a written compilation of organizational rules, operating policies and procedures adopted by it pursuant to ORS 332.107, and shall make such written compilation available to the Oregon Department of Education personnel and other interested parties upon request.

[Compliance Date 9-1-75]

INDICATORS OF COMPLIANCE (22-245 A. Administration)

1. A written copy of the district's policies, rules and procedures are compiled in a loose file collection, administrative bulletin or other publication; and

*These publications of the Oregon Department of Education are available from the Documents Clerk, 942 Lancaster Drive NE, Salem, OR 97310.

2. The compilation of the district's policies, rules and procedures is available upon request; and

3. An examination of the district's policies, rules and procedures shows that they are consistent with the rules of the State Board of Education.

For indicators of quality in district policies, rules and procedures, see Part II, 10.

B. Each school district shall maintain written personnel policies which shall include, but need not be confined to, the following subjects:

1. An affirmative action plan assuring that there shall be equal employment and educational opportunities for all persons regardless of age, handicap, national origin, race, religion, or sex; [Compliance Date 9-1-75]

2. Descriptions of position classifications outlining job requirements of all personnel; [Compliance Date 9-1-76]

3. A liaison system between the local school board and its employees. [Compliance Date 9-1-76]

Copies of the written personnel policies shall be available for inspection by all school employees and the public. All school employees shall be informed of the existence and availability of the personnel policies. [Compliance Date 9-1-75]

INDICATORS OF COMPLIANCE (22-245 B. PERSONNEL POLICIES)

1. A copy of the district's personnel policies on file or included in an administrative bulletin, staff handbook or other publication; and

2. The inclusion of the personnel policies in a staff bulletin, handbook or other publication distributed regularly to all employees; or

3. Information disseminated by means of a staff bulletin or other written communication to all district employees advising them of the existence and availability of the district's personnel policies.

4. Components of the district's personnel policies which:

- describe the district's affirmative action plan and which show that the plan is consistent with requirements of OAR 21-040 Equal Employment and Educational Opportunity;
- describe position descriptions and job requirements of all district employees;
- by an organizational chart or other descriptive means show lines of communication between the board and its employees.

RELATED STATUTES

ORS 342.595 to 342.663 Terms and Conditions of Employment of School Personnel
ORS 342.805 to 342.930 Fair Dismissal Law
ORS 342.955 Compulsory retirement; services from year to year; substitute teachers.
ORS 342.970 Discrimination on account of sex or blindness forbidden.

For indicators of quality in district personnel policies, see Part II, 9.

C. Each school district shall provide equal educational opportunity for all students under any education program or activity administered or authorized by the Oregon State Board of Education. [Compliance Date 9-1-75]

INDICATORS OF COMPLIANCE (22-245 C. EQUAL EDUCATIONAL OPPORTUNITIES)

1. A plan on file in the district office which assures that all students have equal opportunity to participate in educational programs and equal access to facilities regardless of age, handicap, national origin, race, religion or sex; and

2. Oregon Department of Education records showing that the district has filed such assurances and reports as may have been prescribed by the Superintendent of Public Instruction pursuant to provisions of OAR 21-040; and

3. District reports and/or on-site accreditation visits which show that the district's program and facilities provide equal educational opportunities and access to facilities as assured by the district's plan.

For indicators of quality in provisions for equal educational opportunities, see Part II, 10.

D. Each school district shall complete and forward promptly all reports required by the Department. [Compliance Date 9-1-75]

INDICATOR OF COMPLIANCE (22-245 D. RECORDS)

Oregon Department of Education files which show that all reports due from the District are current.

E. Each school district shall cause all employees responsible for custody of any funds, fees, or cash collections to be covered under a board approved bond. [Compliance Date 9-1-75]

INDICATOR OF COMPLIANCE (22-245 E. BONDED EMPLOYEES)

District possession of an approved bond and its coverage.

F. Student activity funds and other fees or cash collection funds shall be examined annually by a board-approved, independent accountant. [Compliance Date 9-1-75]

INDICATOR OF COMPLIANCE (22-245 F. ACCOUNTING OF FUNDS)

A copy in district files of the most recent audit report by a board-approved accountant.

G. In evaluating the transcripts of students, the administrator shall:

1. Accept satisfactory attendance and satisfactorily completed units of credit and competencies from a standard junior high school on the same basis as when completed in a four-year high school;

2. For out-of-state transfer students:

   a. Accept the units of credit and attendance completed in standard secondary schools on the same basis as if the requirements had been completed in this state; and

   b. Determine which of the local school district's minimum survival competencies the student must demonstrate in order to meet its requirements for graduation.

3. Accept the minimum survival competencies completed in a standard secondary school in Oregon as if those competencies had been earned in the administrator's own district;

4. For students from a private, alternative, or nonstandard public secondary school:

   a. Determine the value of credits;

   b. Determine which of the local school district's minimum survival competencies the student must demonstrate in order to meet the requirements for graduation; and

c. Determine the number of years of school attendance or equivalent.

5. Determine the grade placement of elementary students enrolled in grades kindergarten through 8;

6. Determine the value of credits obtained through correspondence courses as applicable to meeting state and local requirements for graduation, providing the courses have been taken from a member of the National University Extension Association; and

7. Determine the value of credits obtained in an approved community college program, as applicable toward meeting state and local requirements for graduation.

[Compliance Date 9-1-75]

INDICATORS OF COMPLIANCE (22-245 G. EVALUATING STUDENT TRANSCRIPTS)

1. A written district policy which states the dual enrollment procedures by which students may receive credit(s) applicable to high school graduation based on points 1 through 7 of component G of the Standard; and

2. Student records which show the policy has been implemented.

H. Each school district shall schedule and provide an annual school year consisting of a minimum of 175 days of actual classroom instruction.[1] [Compliance Date 9-1-75]

INDICATORS OF COMPLIANCE (22-245 H. REQUIRED DAYS OF INSTRUCTION)

1. The district's board-approved school calendar for the current year which shows 175 or more scheduled days of classroom instruction; and

2. Records of student daily membership for the current year which show that classroom instruction has been conducted in accordance with the school calendar, subject to allowances for any emergency closures.

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[1]DAY OF ACTUAL CLASSROOM INSTRUCTION - the time during which students are present for a major portion of a scheduled school day and are engaged in learning experiences related to district goals and under the guidance of teachers at their school or at off-campus learning stations. Up to five days of temporary closure due to extraordinary conditions beyond the control of the district may be counted toward the 175 day minimum school term required by OAR 22-245, subject to approval by the Superintendent of Public Instruction.

22-250 PUPIL PERSONNEL SERVICES

Pupil personnel services are instructional and support programs which maximize opportunities for all students to understand and develop positive self-concepts, move through individual levels of development, cope with their environment, develop positive life-career goals, and have access to adequate health services.

A. Each school district board shall adopt a policy, followed by the development and implementation of a formal guidance and counseling program which identifies the points listed below.

1. Outcomes that include, but are not limited to, assisting students in:

   a. Developing decision-making skills,
   b. Obtaining information about self,
   c. Understanding opportunities and alternatives available in the educational program,
   d. Setting career and educational goals,
   e. Accepting increasing responsibility for one's actions,
   f. Developing skills in interpersonal relations, and
   g. Utilizing school and community resources;

2. Responsibilities delegated to each school;
3. How the program is coordinated in grades kindergarten through 12;
4. Methods and procedures for evaluating the program.

[Compliance Date 9-1-76]

INDICATORS OF COMPLIANCE (22-250 A. DISTRICT POLICY)

1. A written district policy which provides for the development and implementation of a formal guidance and counseling program based upon points 1 through 4 in component A of the standard; and

2. Observable guidance and counseling activities based on district policy; and

3. Written school district board policy which establishes the ratio of counselors to students at elementary and secondary levels.

For indicators of quality in district policies for pupil guidance and counseling, see Part II, 11.

B. Each school's guidance and counseling program shall be based upon a written plan that implements the district's program and which includes the following components:

1. Goals, or outcomes;
2. A method for assessing guidance and counseling needs of students;
3. Major activities relating to:

   (A) The school, and
   (B) The student;

4. Guidance and counseling objectives relating to individual student's needs;
5. Procedures which help individual students set personal objectives; and
6. School counselor assignments made in accordance with personnel qualifications as required by the state certification rules.

[Compliance Date 9-1-76]

INDICATORS OF COMPLIANCE (22-250 B. DISTRICT PROGRAM)

1. A written plan in each school which implements the district policy on pupil personnel services and meets the requirements expressed in points 1 through 5 in component B of the standard; and

2. Records which verify that each counselor position is filled by a certified counselor; and

3. Observable guidance and counseling activities based on the written plan in each school; and

4. Availability of counselors at the ratio established by the school district board.

For indicators of quality in school guidance and counseling plans, see Part II, 11.

C. Student Records

Each school district board shall establish a written policy which:

1. Contains guidelines in conformance with existing statutes for access to and dissemination of information contained in student records;

2. Provides for the maintenance of permanent student records which include the following portions of the progress record:

   a. The full name of the student,
   b. The student's birthdate,
   c. The parents'/guardians' names,
   d. The date of entry into the school,
   e. The name of the previous school attended,
   f. The subjects taken,
   g. Marks received and/or credits earned,
   h. Attendance record,
   i. The date and reason for leaving school, and
   j. Such additional information as prescribed by the district;

3. Provides for a copy of the permanent record to be retained in the school, or the school district or intermediate education district office;

4. Provides for the forwarding of student progress records upon receipt of notice of enrollment from another educational institution;

5. Provides for the forwarding of behavioral records upon request of the student's parents; and

6. Provides for the keeping of permanent records in a safe, vault, or file having a minimum one-hour fire-safe rating, or for the keeping of duplicate permanent records in a safe depository outside the building.

[Compliance Date 9-1-75]

INDICATOR OF COMPLIANCE (22-250 C. STUDENT RECORDS)

A written district school board policy on student records which includes points 1 through 6 in component C of the standard.

For indicators of quality in student records procedures, see Part II, 12.

D. Each school district board shall:

1. Develop a plan identifying the health services provided for the students enrolled in its schools; and

2. When employing school nurses, assure that qualifications include an Oregon nursing license to practice as a registered nurse. [Compliance Date 9-1-76]

INDICATORS OF COMPLIANCE (22-250 D. HEALTH SERVICES)

1. A district school board plan which describes health services provided for students enrolled in each school in the district; and

2. A district office copy of the required license, a record of its having been registered, or other documentation of possession by the school nurse(s).

For indicators of compliance in health services, see Part II, 12.

22-255 SCHOOL STAFF

A. Each school district shall employ and assign properly certificated personnel in accordance with the rules established by the Teacher Standards and Practices Commission pursuant to Revised Statutes 342.120 through 342.200. [Compliance Date 9-1-75]

INDICATORS OF COMPLIANCE (22-255 A. CERTIFICATED PERSONNEL)

1. Personnel assignments that conform to the certification rules as shown by:

   - The intermediate education district or other county school office record of certificates filed by the district's administrative and teaching personnel, in districts of 1,000 or less school census children; or
   - A file copy of the district's current year report to the IED or other county school office of the certification standings and assignments of the district's personnel, in districts of 1,000 or more school census children; and

2. A district document containing job descriptions and assignments which shows that the duties to be performed by all personnel for whom certification is required are consistent with legal requirements; and

3. Observations of duties performed by district personnel that confirm agreement of district practice with provisions of the certification rules.

RELATED STATUTES AND OAR'S

ORS 342.505 to 342.553 Employment of Teachers
ORS 342.601 Registration of Teaching Certificates and Contracts
ORS 342.604 Standard Form For Reporting Salaries and Other Benefits
OAR 32.010 to 32-044 Teaching Certificates
OAR 34-010 to 34-042 Administrative Certificates
OAR 35-005 to 35-007 Assignment of Staff

B. Employment of Teacher Aides: A school district which employs teacher aides shall be subject to the rules of the Oregon State Board of Education as set forth in Administrative Rules 37-005 through 37-035. [Compliance Date 9-1-75]

INDICATORS OF COMPLIANCE (22-255 B. TEACHER AIDES)

1. Written job descriptions showing that duties performed and the nature of supervision given to teacher aides are consistent with requirements of OAR 37-010 and OAR 37-015; and

2. Observations of the work performed by the teacher aides that indicate compliance with the standard; and

3. Oregon Department of Education or county school office records that show registry of the information required by OAR 37-020; and

4. Agenda of in-service programs, or other evidence, showing that teacher aides have received suitable training as required by OAR 37-025.

C. Daily Class Size/Assignment: Each school district shall maintain class sizes at all grade and instructional levels that are functional in view of the purposes of the class groupings. Class size, staffing, and program arrangements in grades kindergarten through three, esepcially, shall be of such a nature that all enrolled pupils will have access to individualized instruction as needed.

[Compliance Date 9-1-76]

INDICATORS OF COMPLIANCE (22-255 C. DAILY CLASS SIZE)

1. District board policies which state the lower and upper limits of class section enrollments deemed functional in terms of efficient staff utilization, need of access to individualized instruction by the students, and the purpose and nature of particular school subjects or class groupings; and

2. Current reports or records of actual class section enrollments which show that class sizes for various purposes fall within ranges established by district policy; and

3. Recorded results of classroom observations which show that students in need of individual assistance by a teacher or teacher's aid receive attention as needed.

RELATED STATUTE

ORS 342-608 working hours for certificated personnel; duty-free lunch period; required; exception.

For indicators of quality in daily class size and staff assignment practices, see Part II, 13.

22-260 EDUCATIONAL MEDIA

Each school district shall:

A. Provide in each school building a center offering organized media services and materials consistent with the district's program and course goals. This center shall be located appropriately to serve the needs of the instructional program. [Compliance Date 9-1-76]

INDICATORS OF COMPLIANCE (22-260 A. SCHOOL MEDIA CENTERS)

1. The existence of a facility from which both library and audio-visual materials and services are available to teachers and students in each school; and

2. Job descriptions, a staff assignment listing, or other written evidence which shows staff management responsibilities for the school's total educational media program; and

3. A system of cataloging of all print and nonprint materials and of procedures which permit access to the materials by teachers and students on a timely basis; and

4. School district board policies and procedures that require and facilitate in each school building the selection of materials and the rendering of services on the basis of program goals and/or course goals and instructional needs.

For indicators of quality in school educational media centers, see Part II, 15.

B. Have adopted a procedure regarding the selection and purchase of instructional materials. [Compliance Date 9-1-75]

INDICATORS OF COMPLIANCE (22-260 B. MATERIALS SELECTION AND PURCHASE)

1. Written procedures adopted by the district school board that:

   - Delineate responsibilities for reviewing, recommending, and approving materials for purchase; and
   - Set forth criteria and means to ensure that selections are directed toward meeting the district's instructional program needs and goals; and
   - include procedures for handling complaints concerning media materials; both those in use and those in the process of being considered for purchase.

For indicators of quality in materials selection and purchasing procedures, see Part II, 17.

C. Have adopted a procedure to coordinate the evaluation and purchase of instructional equipment to insure the quality and compatibility of the equipment with the needs of teachers and students. [Compliance Date 9-1-75]

INDICATORS OF COMPLIANCE (22-260 C. EQUIPMENT PURCHASE)

1. Written procedures, including criteria, adopted by the district board to be used in selecting instructional equipment to insure quality and compatibility with the needs of students and teachers; to include:

   - Assurance of teacher input regarding instructional needs; and
   - Assurance of dependable technical operation with regard to the electrical, mechanical and related characteristics of the equipment; and
   - Technical input to assure interchangeability of software such as tapes and films, and the compatibility of parts or accessories used in conjunction with that piece of equipment.

D. Assign media staff in accordance with personnel qualifications as required by the state certification rules. [Compliance Date 9-1-76]

INDICATORS OF COMPLIANCE (22-260 D. MEDIA STAFF)

1. The assignment of media center management responsibilities to personnel holding teaching certificate as specified by the state certification norms; and

2. The assignment of media center management responsibilities to personnel holding at least a basic educational media certificate as specified by the state certification norms.

RELATED STATUTES

ORS 32-000 Teaching Certificates
ORS 32-032 Subject Matter Endorsements, Basic Educational Media

For indicators of quality in staff qualifications and assignments, see Part II, 17.

22-265 SCHOOL FACILITIES

Each school district shall:

A. Provide structurally sound buildings adequate in size and arrangement to accommodate the educational program offered and to meet the physical needs of all students and staff.
[Compliance Date 9-1-75]

INDICATORS OF COMPLIANCE (22-265 A. STRUCTURALLY SOUND BUILDINGS)

1. Inspection reports which show that the district is in compliance with:

   - Provisions of the State of Oregon Building Code pursuant to ORS 456.750; ORS 456.755; ORS 447.230; and ORS 479.155; and
   - The State of Oregon laws requiring licensed professionals to be responsible for building design pursuant to ORS 671.020 and ORS 671.030; and
   - The State of Oregon Elevator Standards, pursuant to ORS 460.005; and
   - The State of Oregon Regulations for Pressure Vessels, pursuant to ORS 480.535; and

- The Health and Sanitation Standards established for schools by the State of Oregon Department of Human Resources, Health Division, pursuant to ORS 448.215 and ORS 454.605; and

- The Superintendent of Public Instruction approval requirement if conditionally standard and planning to contract a bonded indebtedness, pursuant to ORS 328.205; and

2. Records to show that the district has asked the Commissioner of Labor to inspect a school building where structural soundness has been requested, pursuant to ORS 332.190; and

3. The existence, use, and convenient arrangement of all the instructional spaces which are necessary and appropriate to the learning process; and

4. The existence, use, and convenient arrangement of all spaces and facilities necessary for the administrative support of the instructional program; and

5. The existence of conditions that conform to "Space and Quality Standards" of the Oregon Department of Education.

RELATED STATUTES:

ORS 447.020 Plumbing Code
ORS 479.730 Subsection (1) Plumbing Code
ORS 476.030 and ORS 479.170 Fire Marshall Maintenance Provisions

For indicators of quality in structurally sound buildings, see Part II, 19.

B. Provide the instructional furniture, equipment, materials, and supplies required at various grade levels and in various subject and special areas.

[Compliance Date 9-1-75]

INDICATORS OF COMPLIANCE (22-265 B. FURNITURE, EQUIPMENT, MATERIALS)

1. The existence and use of those items of furniture, devices, equipment and supplies which are necessary and appropriate to the learning process as defined in each instructional program; and

2. The existence and use of those tools, equipment, and supplies required to effectively perform the daily and seasonal cleaning and maintenance of the buildings and grounds; and

3. The proper display of the United States flag and Oregon state flag during good weather.

RELATED STATUTE

ORS 336.630 Display of flag.

For indicators of quality in furniture, equipment, and materials, see Part II, 20.

C. Obtain approval of all building plans for new construction and remodeling from the Oregon Department of Education and other required state and local agencies in terms of specific state standards for school buildings. [Compliance Date 9-1-75]

INDICATORS OF COMPLIANCE (22-265 C. BUILDING PROGRAM AND PLANS)

1. Department of Education documented approval of the school site; and

2. Department of Education documented approval of the written building program, preliminary drawings, and outline specifications, including:

   - Information relative to: (a) planned and projected school population, (b) grade levels served, (c) the nature of the immediate surrounding neighborhood, (d) the character of the greater community area served; also, a description of the district's (a) educational philosophy, (b) policy regarding community involvement and use of school facilities, (c) all activities which are to be accommodated by both building and site, (d) desirable relationships which should exist between various activities, (e) the desired character of the school; and

   - The preliminary drawings clearly drawn to scale and accurately describe the proposed construction or remodeling work by means of floor plans, elevation drawings, sectional drawings, and site plans which describe the scope of the project, size shape, configuration, fenestration, and general interrelationships of the various building elements, and the relationship of building mass to site and site development features; and

   - The outline specifications indicating the general scope and types of structural systems, mechanical systems, lighting systems, building materials, exterior and interior finishes, and site development particulars; and

3. Department of Education documented approval of the Working Drawings and Specifications (architectural contract documents) which clearly and accurately describe in complete detail all aspects affecting the proper construction of the proposed building and/or remodeling and/or additions and site work included within the scope of the project; and

4. Oregon Health Division approval of water supply and sewage disposal systems; and

5. Oregon Department of Commerce approval for building code compliance; and

6. Local jurisdictional bodies approval for compliance with zoning regulations.

For indicators of quality in adequate building programs/plans specifications, see Part II, 21.

22-270 SAFETY AND EMERGENCY PLANNING

Each school district shall:

A. Be responsible for the management of a current comprehensive emergency plan and safety policy program for all schools, school buses and other property under its jurisdiction. The plan shall include assurance that the district complies with all local, state, and federal laws relating to safety standards. [Compliance Date 9-1-76]

INDICATORS OF COMPLIANCE (22-270 A. EMERGENCY PLANS AND PROGRAMS)

1. Written comprehensive procedures which are disseminated to all employees and students to provide guidance at times of emergency, such as fire, severe weather conditions, earthquake, tidal wave, bomb threat, civil disturbance, nuclear threat, and transportation emergencies; and

2. Emergency procedures for coordination between schools and local emergency service agencies; and

3. Records of regularly conducted emergency drills for fire, transportation accident, or other potential crisis; and

4. Written and adopted school board policies which provide for compliance with all laws relating to safety in schools, and which provide for a school safety organization with specific safety responsibilities assigned to personnel; and

5. Posted emergency medical plan for obtaining first-aid, ambulance, hospital and doctor's services.

RELATED STATUTES, OAR'S AND REGULATIONS

ORS 336.072 Fire drills, unlocked exits, instruction in fire dangers
ORS Chapter 654, The Oregon Safe Employment Act
ORS 336.460 Traffic patrols authorized
ORS 336.470 Regulation of traffic patrols
OAR 53-015 Rules pertaining to school bus drivers
OAR Chapter 333 Section 22-065 Revised May 1974
Occupational Health Regulations

For indicators of quality characteristics of comprehensive emergency plans and programs, see Part II, 22.

B. Conduct and document regularly scheduled safety inspections of all schools and property under its jurisdiction. [Compliance Date 9-1-75]

INDICATORS OF COMPLIANCE (22-270 B. SAFETY INSPECTION PRACTICES)

1. Written reports or completed check-lists reflecting the dates and results of regularly scheduled safety inspections of all buildings, grounds, equipment and supplies; and

2. Records of safety hazards reported and actions taken for elimination of hazards; and

3. Interviews with school personnel that indicate staff familiarity with the conduct of frequent and thorough safety inspections.

4. A document, policy statement, or reasonable equivalent thereof, which specifies a schedule for conducting periodic safety inspections of district schools and property.

RELATED STATUTES, OAR'S AND REGULATIONS

ORS Chapter 654, The Oregon Safe Employment Act
OAR Chapter 333, Section 22-065 Revised Occupational Health Regulations
OAR 53-015 Rules pertaining to school bus drivers

For indicators of quality in safety inspection practices, see Part II, 22.

C. Conduct an accident prevention in-service program as a part of a regular orientation program for all teachers and other employees of the district. [Compliance Date 9-1-76]

INDICATORS OF COMPLIANCE (22-270 C. ACCIDENT PREVENTION IN-SERVICE)

1. Agendas of regularly scheduled safety orientation sessions for all teachers and other employees inclusive of transportation, maintenance, custodial, food preparation, and clerical; and

2. Interviews with school personnel that indicate professional and classified staff awareness of a district accident prevention program.

RELATED STATUTES, OAR's AND REGULATIONS

ORS 336.072 Fire drills, unlocked exits, instruction in fire dangers
OAR Chapter 333 Section 22-065 Revised May 1974
Occupational Health Regulations
OAR 53-015 Rules pertaining to school bus drivers

For indicators of quality in accident prevention in-service programs, see Part II, 22.

D. Conduct an accident reporting system for accidents which happen on school property, or involve teachers, students and other school personnel on school business regardless of the nature or security of the program.
[Compliance Date 9-1-75]

INDICATORS OF COMPLIANCE (22-270 D. ACCIDENT REPORTING SYSTEMS)

1. Availability of accident report forms to all personnel and written instructions for their use and disposition; and

2. Procedures included in staff handbooks or other documents in the hands of all school personnel which describe procedures for accident investigation, review, and preventative action.

RELATED STATUTE

ORS Chapter 654, The Oregon Safe Employment Act

For indicators of quality in accident reporting systems, see Part II, 23.

E. Cause all schools to provide the necessary safety devices, safety equipment, and safety instruction for students and adults operating power tools, conducting laboratory experiements, and participating in physical education classes and intra- or inter-school activities.
[Compliance Date 9-1-75]

INDICATORS OF COMPLIANCE (22-270 E. SAFETY DEVICES, EQUIPMENT AND INSTRUCTION)

1. Observations which confirm that safety devices are provided and in use for activities requiring safeguards; and

2. Handbooks, curriculum guides, course descriptions or lesson plans which describe safety instruction given to students involved in activities where hazards may exist; and

3. In-service agenda or other evidence of safety instruction for employees whose work may involve exposure to potential hazards; and

4. The existence of required first aid supplies and the availability of qualified first aid personnel.

RELATED STATUTE, OAR, AND REGULATION

ORS Chapter 654, The Oregon Safe Employment Act
OAR Chapter 333, Section 22-065 Revised May 1974
Occupational Health Regulations

For indicators of quality in safety devices, equipment, and instruction provisions, see Part II, 23.

22-275 AUXILIARY SERVICES

Auxiliary services are necessary to support the total educational program provided by the local school district. These services shall be so organized that they are recognized by the community as a part of the total program and, as such, shall be integrated into the kindergarten through 12 instructional program.

A. Transportation Services

1. Transportation provided at school district expense shall comply with applicable state laws and administrative rules adopted by the State Board of Education.
[Compliance Date 9-1-75]

INDICATORS OF COMPLIANCE (22-275 A, 1. TRANSPORTATION SERVICES)

1. Observations of loading and unloading areas and practices which indicate safe conditions as required by OAR 53-015 (16) (a); and

2. Interviews or observations which indicate that routes and bus stops are planned for optimum safety of students. OAR 53-015 (12); and

3. Interviews, observations, or records which indicate that routes are planned to provide seating space for transported students in compliance with OAR 53-015 (17) (B); and

4. Demonstration of bus emergency skills by a representative number of student passengers, file copies of driver safety instruction reports or other proof of compliance with emergency instruction procedures required by OAR 53-015 (11); and

5. District records which indicate that school bus accident reports are filed with the Oregon Department of Education and the Motor Vehicle Division as required by ORS 485.050 and ORS 486.106; and

6. District accounting practices and entries which show that accurate records of reimbursable and non-reimbursable mileage and expenses are kept in accordance with OAR 23-040 requirements.

2. Buses shall be constructed, equipped, maintained, and inspected in accordance with Oregon Motor Vehicle Law and requirements adopted by the State Board of Education.
[Compliance Date 9-1-75]

INDICATORS OF COMPLIANCE (22-275A, 2. SCHOOL BUS INSPECTION AND MAINTENANCE)

1. Oregon Department of Education and district office records which show that all school buses were inspected prior to September 1 of the current year in compliance with OAR 53-005 (2); and

2. Observations, interviews, or inspection reports which show that all buses are being maintained in safe operating condition as required by ORS 483.050 and OAR 53-015, the section (10) which follows section (17).

3. Bus drivers shall possess a valid Oregon School Bus Driver's License and shall comply with operating procedures adopted by the State Board of Education.
[Compliance Date 9-1-75]

INDICATORS OF COMPLIANCE (22-275 A, 3. SCHOOL BUS DRIVERS)

1. Oregon Department of Education records which verify that all regular and substitute school bus drivers possess a valid school bus driver's license in accordance with OAR 53-005 (3) and OAR 53-015 (22) (23); and

2. Observations which indicate that drivers have a satisfactory knowledge of motor vehicle laws and regulations and can demonstrate proficiency in operating a motor vehicle - OAR 53-015 (20) (21).

RELATED OAR'S

OAR 22-270 (A) Emergency and safety policy and plan required
OAR 22-270 (C) Accident prevention in-service program required
OAR 22-245 (B) (2) Job descriptions required
OAR 22-245 (C) Assurance of equal educational opportunity

For indicators of quality in district transportation services, see Part II, 24.

B. SCHOOL FOOD SERVICES

School districts operating student food service programs shall comply with the rules and regulations established by the State Board of Health and the State Board of Education.
[Compliance Date 9-1-75]

INDICATORS OF COMPLIANCE (22-275 B. SCHOOL FOOD SERVICES)

1. Records submitted to the Oregon Department of Education and of records required to be kept on file in the district which show that:

   - The program is administered in compliance with agreements between the district and the Department of Education pursuant to OAR 51-005 to 51-035;
   - The program protects the health and well-being of the participants by furnishing nutritionally adequate meals;
   - Accountability records of program operations are kept as prescribed by the Oregon Department of Education; and

2. Annual district audit reports which disclose that financial aspects of the program conform to requirements of applicable sections of OAR 51-005 to 51-035 and standard accounting practices; and

3. Observations of food preparation and serving operations and areas which show that meals are prepared under sanitary and safe conditions; and

4. Observations of conditions under which meals are served and eaten which show that the program assures every participant an acceptable meal experience; and

5. An inspection report or certificate showing that sanitation conditions meet standards of the State Board of Health as specified by OAR 36-030 through 36-064.

6. Observations of facility utilization which reveal that the facilities are adequate to accommodate all students.

RELATED STATUTE AND OAR'S

ORS Chapter 654, The Oregon Safe Employment Act
OAR 51-005 - 51-035 School Food and Nutrition Service (State Board of Education)
OAR 36-030 - 36-064 Sanitary Operation of School Lunch Facilities (State Board of Health)

For indicators of quality in school food services, see Part II, 26.

C. CUSTODIAL SERVICES

Buildings and grounds shall be maintained to provide conditions conducive to the health and safety of all persons. [Compliance Date 9-1-75]

INDICATORS OF COMPLIANCE (22-275 C. CUSTODIAL SERVICES)

1. Observations and interviews which indicate that there is daily cleaning of restrooms, locker areas, gymnasiums, offices, and other areas normally utilized each day by students or staff; and

2. Observations and interviews which indicate that there is regularly scheduled cleaning of light fixtures, furniture, other building fixtures, and equipment; and

3. Observations which indicate that buildings and equipment are being maintained in a manner conducive to the health and safety of all persons; and

4. Observations which indicate that adequate supplies of lavatory items are available for use, including: towels, soap, sanitary napkins, and toilet tissue.

RELATED STATUTES AND OAR

ORS 336.072 Fire drills, unlocked exits, and instruction in fire dangers
ORS Chapter 654, The Oregon Safe Employment Act
OAR Chapter 333, Section 22-065 Revised May 1974 - Occupational Health Regulations
ORS 479.140 Fire drills, exits, and painting and finish applied to interior combustible surfaces
ORS 479.170 Ordering repair of, or removal of materials from buildings

For indicators of quality in custodial services, see Part II, 27.

PART II

INDICATORS OF QUALITY*

INTRODUCTION

The indicators of compliance given in Part I specify the kinds of evidence that districts should provide as proof that their educational programs are being conducted in agreement with the minimum school standards. While determination of compliance with the standards has been a necessary legal function of the standardization program, the State Board of Education encourages the use of the standards as an instrument for program evaluation and improvement above the level of minimum compliance.

The purpose of Part II is to suggest criteria, or indicators of quality, that can be used to make judgments about how well school districts have defined and implemented their educational program. The indicators of quality are thus intended for district self-evaluation or for use by the Department of Education in conjunction with standardization visits when a district is interested in an evaluation which goes beyond mere compliance.

The particular standards or major components of standards to which each set of quality indicators relates are at the beginning of each major section, e.g., 22-230 A. GOALS.

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*INDICATOR OF QUALITY - object, structure, process, event or other observable piece of evidence that can be used by itself or with other information to judge adequacy, excellence or productivity.

22-230 INSTRUCTIONAL PLANNING

22-230 A. GOALS

1. Each set of goals is expressed in a reasonable number of statements (i.e., the number of statements is manageable in terms of the district's need and capacity for collecting and recording on a timely basis data related to goal attainment).

2. Each goal is significant to the public, professional educators, and students.

3. Each goal is expressed as a student learning outcome.

4. Each goal is clear and concise.

5. An acceptable process was used to generate the goals (i.e., participants and guidelines for accomplishing the task were consistent with the principles of representation and recognize expressed desires in whatever form).

6. The goal statements include references to functional (psychomotor) skills and attitudes and values, in addition to knowledge oriented outcomes.

District Goals:

- The full set of district goals provides a comprehensive description of all general learnings desirable for students to attain by completion of grade 12.

- District goals and the State Board's Goals for Elementary and Secondary Education are compatible (mutually comprehensive).

- The district goals are a product of a representative sample of citizens, staff and students.

- Each district goal is clearly related to one or more program goals.

Program Goals:

- Each set of program goals provides a comprehensive description of all desirable learnings for students to attain by program completion.

- Each program goal is clearly related to one or more district goals and one or more course goals.

- Each program goal can be translated into observable performance indicators, some of which may be reliably observed only over a long term (e.g., post-schooling observation of attitudes and values).

Course Goals:

- Each set of course goals provides a comprehensive description of all desirable learnings for students to attain by completion of a particular designated course or unit of study in grades 9-12.
- Each course goal is clearly related to one or more program goal.
- Each course goal can be related to specific curricular and instructional options.
- Each course goal can be translated into observable performance indicators, some of which may be reliably observed only over a long time (e.g., post-schooling observation of attitudes and values).

22-230 B. PROGRAM GOAL ASSESSMENT

1. Data on student attainment of program goals is compiled at least every two years.
2. The assessment data are valid and reliable.
3. The data represent an adequate sampling of the students (ideally, all students when feasible) involved in each program.
4. The data represent an adequate sampling of the desired learning outcomes identified for each program, including any intended affective or value oriented outcomes.
5. The data have been analyzed, organized, and displayed in ways that are meaningful to intended users.
6. The relationships between program and course goals are explicit and valid so that program goal assessment data can be referenced to applicable course goals.

22-230 C. PROGRAM NEEDS

1. The judgments of program needs are logical, well-documented, based on adequate data, and clearly described.
2. Implications of the identified program needs for improving that program are highlighted.
3. The priorities placed on those program needs are logical, well-documented, clearly described, and adequately justified.

4. Appropriate individuals--staff, parents, others--were involved in identifying and setting priorities for program needs.

5. The program needs and their priority order are current.

6. The priorities address needs within and across programs.

22-230 D. PROGRAM IMPROVEMENT

1. The policies and procedures demonstrate a clear understanding of the relationship between (1) program needs (based upon program goal assessment data) and (2) the specific strategies proposed for meeting those needs.

2. The policies and procedures prescribe that all program needs identified by the program goal assessment shall be reviewed and a plan for program improvement developed within a specified time.

3. The policies and procedures include a statement of the procedures to be followed in reviewing, refining and implementing a plan for program improvement, and cover such topics as:

   - Revision of goal statements.
   - Revision of assessment procedures.
   - Redesign/reorganization of instructional facilities.
   - Curriculum development.
   - Development of alternative learning activities.
   - Acquisition of relevant materials and equipment.
   - In-service needs.
   - Reallocation of resources.

4. The planned or implemented improvements seem justifiable in terms of the data used to identify program needs.

5. The planned or implemented improvements adequately address the most critical program needs.

6. The planned or implemented improvements have a reasonable probability of success.

22-235 DIAGNOSIS AND PRESCRIPTION

22-235 A. DIAGNOSTIC PROCEDURES

1. The professional staff is knowledgeable in:

   - Assessment - measuring student performance against criteria describing the desired performance level.
   - Diagnosis - determining why a student has not attained a desired performance level.
   - Prescription - selecting and providing learning experiences which will enable the student to achieve the desired level.

2. Formal and informal diagnostic procedures are available and used continually.

3. Diagnostic procedures are available for:

   - Perceptual-motor abilities.
   - Spelling difficulties.
   - Arithmetic difficulties.
   - Speech and language problems.
   - Reading problems.
   - Personal-social-emotional difficulties.

4. The diagnostic data used is organized for analysis of learning tasks, development of teaching strategies, establishment of terminal criteria.

22-235 B. PRESCRIPTIVE INSTRUCTION

1. The professional staff is knowledgeable in prescriptive instruction-selection and provision of learning experiences which will enable the student to achieve the desired level.

2. A wide variety of instructional approaches are available for prescriptive teaching, including materials, teaching techniques, and evaluation procedures.

3. Individual student folders are used daily in classes by students themselves.

4. There is wide use of teacher aides working with individual students and with small groups.

5. Students have knowledge of their individual problems and reasons for the remediation being prescribed.

6. Students have some choice in the materials being used and select materials based on interest as well as need.

22-240 EDUCATIONAL PROGRAM

22-240 A. INSTRUCTIONAL PROGRAMS

1. Daily and weekly program schedules are flexible enough to meet the varying needs and interests of the students and teaching styles of the instructional staff, but sufficiently structured to ensure that students receive a balanced fare of educational offerings. The following chart is recommended for use in evaluating a school's K-8 weekly time allotments among the instructional programs.

Early Years (Grades K-3	Middle Years (Grades 4-6)	Later Years (Grades 7-8)
Communication Skills	Communication Skills	Communication Skills
40% of time Listening Speaking Writing Composition Spelling Handwriting Reading	35% of time Listening Speaking Writing Composition Spelling Handwriting Reading Dramatics Foreign Language	20% of time Listening Speaking Writing Composition Spelling Handwriting Reading Literature Foreign Language
Social Studies, Science	Social Studies, Science	Social Studies
15% of time	20% of time	20% of time
		Science
		15% of time
Music, Visual and Performing Arts	Music, Visual and Performing Arts	Music, Visual and Performing Arts
15% of time	15% of time	15% of time
Health Education, Physical Education	Health Education, Physical Education	Health Education, Physical Education
15% of time	15% of time	15% of time
Mathematics	Mathematics	Mathematics
15% of time	15% of time	15% of time

2. Courses of study, curriculum guides, and/or class schedules specify regularly scheduled instruction in:

   - Communication skills, mathematics, social science, and physical education at each year of the K-8 education program.
   - Science, health education, music education, and the visual and performing arts at each year of the K-8 education program.
   - Grades 7 and 8 instruction in science education, and health education organized at least for a year's study at grade 7 or 8, or one semester in grade 7 and one semester in grade 8.
   - Grades 7 and 8 organized instruction in the visual and performing arts for at least one semester in either grade 7 or 8.
   - Grades 7 and 8 instruction in general music (including topical mini-courses) organized for a minimum of one semester in either grade 7 or grade 8 for all students not enrolled in instrumental or vocal music.

3. The purposes, goals, curriculum experiences, and other characteristics of the K-8 program conform generally to the substance of the applicable instructional program descriptions outlined in Part III.

22-240 B. MINIMUM COMPETENCIES

1. The district has listed the minimum competencies required for graduation which can be addressed in the K-8 program.

2. The district has identified appropriate grade levels at which the minimum competencies could be introduced and certified by the teacher in the K-8 program.

3. The district has written plans for the proper sequence of minimum competencies, grades K-12.

4. The district has written plans which contain procedures for verifying competency attainment and re-verification (if this is a local district decision), and which describe how performance indicators are measured to determine competency attainment.

22-240 C. and D. GRADUATION REQUIREMENTS

1. State and local high school graduation requirements are clearly described in student and parent handbooks, bulletins or other publications readily available to all publics.

2. The district or school has an organizational structure and procedures for coordinating the various instructional programs.

3. Time allotments for the various curriculum subjects are based on an analysis of relative needs for instructional time; daily or weekly class schedules are sufficiently flexible to accommodate the identified needs.

4. Program purposes, goals, curriculum organization and experiences are compatible with the applicable instructional program descriptions in Part III.

5. All program descriptions, planned course statements, and other units of study are mentioned or displayed in a general description of the 12 years of schooling offered by the district.

6. Alternatives for completion of various requirements are offered by the district (e.g., credit by examination, early and delayed graduation, and off-campus experiences).

CO

22-245 ADMINISTRATION

22-245 A. DISTRICT RULES, POLICIES AND PROCEDURES

1. The district's policies, rules, and procedures are adopted by the board on recommendation of its administrative officer.

2. The superintendent's recommendations to the board on policy, rule, and procedure changes are made after conferring with professional or classified staff members who are affected by the change.

3. The compilation of the district's policies, rules and procedures is coded, indexed, and arranged to facilitate their revision and use.

4. Portions of the district's policies, rules, and procedures that vitally concern teachers and classified employes are published in staff handbooks.

5. The total compilation of policies, rules and procedures is accessible to staff in each school.

6. There is an established procedure for annual discussion and review of the policies, rules and procedures.

22-245 B. PERSONNEL POLICIES

1. The district's personnel policies clearly state the duties and responsibilities of the various position classifications.

2. The policies clearly state any employment benefits to which employes are entitled subject to district rules and procedures, including benefits such as sick and maternity leaves, attendance at professional meetings, in-service educational opportunities, and extended leaves for continued education.

3. A personnel file is maintained for each employe of the district.

4. The personnel files of all personnel are safely stored to protect the confidentiality of the contents.

5. All school district board meetings for the purpose of considering personnel actions are held in executive sessions.

6. Due process hearings are given to all employes at their request.

Suggested Resource:

State Board of Education series, "Suggested Personnel Policy Guidelines for School Districts," Teacher Personnel Files, 1974, and Discussing Personnel Matters During Board Meetings, Model Policies, 1974.

22-245 C. EQUAL EDUCATIONAL OPPORTUNITIES

1. Special programs or classes are provided for physically, mentally and emotionally handicapped students.

2. Special classes or programs are provided for able and gifted students.

3. Physical plant facilities are planned so handicapped persons can function safely and comfortably in them.

4. Within the school setting, recognition and consideration is given to students' cultural differences.

5. Expression by students of their cultural differences is permitted and encouraged when these expressions fall within the scope of the students' educational program.

6. When necessary, the instructional program is presented in a student's native language, until such time as the student is sufficiently able to receive instruction in English.

7. The curricular offerings present fair, accurate and unbiased information about the characteristics and accomplishments of racial and ethnic minorities.

8. In the selection and interpretation of testing instruments administered to students of varying ethnic and racial backgrounds, care is taken to insure that the instruments are appropriate for their intended use.

9. For students who normally use another language, bilingual instruction is available until they are able to use the English language in a manner that allows participation in regular classroom instruction.

10. Access to course offerings and other aspects of an educational program or activity is available without regard to sex.

11. The roles of women as well as men are an integral part of the school curriculum. The cultural and historical achievements and contributions of both women and men are recognized.

12. Students are not assigned by sex to classes or tasks within the school program, except for those in such areas as locker rooms, shower rooms, dressing rooms and lavatories which are used only by members of one sex.

Suggested Resource:

For a more complete listing of suggested criteria or indicators of quality for equal educational opportunity, see A suggested policy guide for school districts; equal educational opportunities, Oregon Department of Education, 1975.

22-250 PUPIL PERSONNEL SERVICES

Pupil personnel services are instructional and support programs which maximize opportunities for all students to understand and develop positive self-concepts, move through individual levels of development, cope with their environment, develop positive life-career goals, and have access to adequate services. A quality program meets all the compliance guidelines and in addition meets one or more of the quality indicators in each area.

22-250 A. DISTRICT POLICY

1. The policy includes outcomes that may be unique to the local district in addition to the outcomes listed in OAR 22-250 A.

2. District policy provides for a minimum of two program evaluations per year; the program is adjusted in line with the evaluation results.

22-250 B. DISTRICT PROGRAM

1. A district director of counseling and guidance is assigned to coordinate the program.

2. Goals and appropriate measurable outcomes relating to each student have been established.

3. A needs assessment which identifies the needs of each individual is used.

4. A district and/or school guidance advisory committee composed of students, teachers, parents, administrators, and community representatives meets once a month to establish goals, set policy, review program, and interact with the counseling staff.

5. A counseling and guidance statement is included in the student handbook. The statement describes the major counseling and guidance activities, the procedure for the student participation, and encourages individual involvement.

6. A student activities program exists which provides and encourages each student's involvement regardless of age, sex, race, or economic status.

7. Each student is involved with a counselor at least four hours per year.

8. Counselors use group counseling procedures in order to accomplish the recommendation in 7. above.

9. All counselors meet competency based certification through periodic formal or informal training.

10. Counselors provide regular in-service training and consultation for teachers.

11. Services directed to parents are evident (e.g., family consultation).

12. Extensive use of community resources is evident.

13. Counselors provide individual and group test interpretation.

14. The maximum counselor-student ratio is established at 1 counselor per 400 students.

22-250 C. STUDENT RECORDS

All staff members are familiar with district policy on student records and demonstrate an understanding of the responsibility for confidentiality in all matters relating to students.

22-250 D. HEALTH SERVICES PLAN

1. An advisory committee functions regularly in relation to health services.

2. Each school has the full-time services of a certified school nurse.

22-255 SCHOOL STAFF

The attainment of educational goals probably depends more upon the qualifications and performance of a district's personnel than upon any other single factor. Therefore, procedures for the selection and assignment of teachers and other staff, adequate support and reasonable working conditions, and arrangement for professional growth opportunities are factors of utmost importance in evaluating a school or school district.

1. The district has a set of staff selection policies and procedures that include provisions for:

   - Screening by school principals and department heads or supervisors.
   - Thorough consideration of each candidate's training and experience by examination of college transcripts and recommendations by previous employers and other qualified persons.
   - Personal interviews.

2. The district has a planned in-service program for all personnel by which performance improvement needs are identified and appropriate professional or occupational growth opportunities are provided.

3. Staff members are encouraged to upgrade their competencies by participating in educational leave, refresher courses, workshops, or programs of relevant professional organizations for increasing their proficiencies.

4. A record system is maintained that includes the types of certificates employes hold, transcripts of preparation, records of performance evaluations, and records of in-service activities and professional growth accomplishments.

5. In the elementary school, average class loads for teachers do not exceed:

   25 students per teacher in grades 1-3 for single grade assignments.

   30 students per teacher in grades 4-8 for single grade assignments.

   25 students per teacher for two-grade combination assignments.

   20 students per teacher for three- or more grade combination assignments.

6. Teaching assignments in secondary schools are limited to:

   - Six periods of instruction during a seven-period day, or five periods of a six-period day;

- An average of 160 student hours of instruction per day except for typing, music, and physical education classes for which approved discounts may be applied. Duplicated classes may be discounted 10 percent in computing teacher load;

- Three fields of teaching preparation for which teaching norms are required.

7. A four-year high school is staffed with a minimum of five FTE* teachers; a five- or six-year high school, with a minimum of seven FTE teachers.

22-260 EDUCATIONAL MEDIA

Educational media combines library and audiovisual services to support the instructional program. Instructional goals which focus on inquiry, self-motivation, self-discipline and self-evaluation require skills in reading, observation, listening and social interaction. They require unified services to maximize the use of media resources and facilities.

In addition to a quality materials collection, an educational media program provides:

- Physical facilities which adequately and attractively house the materials collections and furnish seating in a pleasant, relaxed atmosphere.
- Assistance to the student in developing needed skills to effectively use a multi-media collection and to select the proper types of material when seeking information.
- Conditions conducive to the development of independent learning skills.
- Guidance in reading, viewing, and listening and the development of aesthetic appreciation.
- Opportunities to use media resources in a climate of informality with consideration for the rights of others.
- Opportunities to become familiar with libraries and other resources in the community as a means for developing lifelong habits of self-learning.

22-260 A. SCHOOL EDUCATION MEDIA CENTERS

1. Teachers report ready access to those supplementary resources which are necessary to meet instructional needs reflected by program and course goals.

2. Teachers report or it is observed that the size of the basic collection of the school's print and nonprint materials is consistent with the district's program and the course goals and student enrollment of the school. Nonprint items are to include an ample supply and variety of audiovisual materials such as filmstrips, study print sets, art prints, audio tapes and/or discs, maps, and globes. Films in sufficient number to serve the needs of the instructional program are accessible through the district center or IED. Although the number of items required by a school will vary according to program need and other factors, the following chart may be used as a general guide for judging the numerical adequacy of the school's media collection.

Level	Enrollment	Items
K-6	Up to 300	6,000 (Have access to)
	300 - 600	6,000
	Over 600	15 per student
7-9	Up to 300	8,000 (Have access to)
	300 - 600	8,000
	Over 600	15 per student
10-12	Up to 300	10,000 (Have access to)
	300 - 600	10,000
	Over 600	20 per student

Newspapers:
- K-6: 2 or more titles
- 7-12: 4 or more titles

Periodicals:
- K-6: 20 to 40 individual titles
- 7-12: 40 to 60 individual titles

Encyclopedias:
At least two (2) and preferably three (3) or more representative varieties copyrighted within the last five years are available in the media center.

Atlases:
At least two (2) atlases copyrighted within the last five years are available in the media center.

Dictionaries:
At least two (2) varieties of dictionaries suitable for different reading levels and interests are available in the media center. At least one (1) unabridged English language dictionary is available.

3. Materials are catalogued and organized to ensure quick retrieval by students and staff.

4. Media center facilities will have:

   - About 25 square feet floor space per student for group and individual study, and sufficient total space to accommodate 15% of the student body at one time.

   - Acoustically treated floors and ceilings.

- Adjustable furniture and shelving for the sizes and age levels of the students, sufficient to house the entire media collection.

- Separate work area for processing and repairing materials. Storage cabinets, shelving, work tables and running water are available.

22-260 B. MATERIALS SELECTION AND PURCHASE

1. Teachers report being involved in the materials selection process.

2. Each school has written procedures for handling student, teacher or community complaints concerning materials in its collection.

3. Selection procedures include use of standard bibliographic tools (i.e., reviews, recommended lists and special releases) and, when possible, examination of materials prior to purchase.

22-260 D. MEDIA STAFF

1. The media program of the school is staffed with sufficient qualified media specialists and adult aides to effectively perform media center functions in accordance with the following guidelines:

Student Enrollment	Certified Staff	Adult Aide
0-150	1/2 full-time	--
151-500	1 full-time	20 hours per week
501-800	1 full-time	40 hours per week
801-1100	1 full-time	60 hours per week
1101-1400	2 full-time	80 hours per week
1401-1700	2 full-time	100 hours per week
1701-2000	3 full-time	120 hours per week

In districts of less than 150 students, teachers report availability of an IED or county office media consultant.

2. Each school media specialist will perform duties as specified by a written job description indicating he or she is primarily responsible for instructing students and teachers in skills necessary to make effective use of the center and its materials. Responsibility will include:

- Planning and implementing the school media program.

- The formation and use of media selection policies.

- Assistance in the selection, organization and administration of all instructional equipment and materials in the school.

- Supervision of media center personnel.
- Assisting in curriculum development by serving as a consultant and materials specialist to teachers and students and by informing faculty members of new developments in curriculum and media.
- Helping faculty members select, produce and adapt media appropriate for their instructional programs.
- Serving as consultant to students, classified personnel and faculty in the development of media presentations and in the production of local materials.
- Being responsible (consistent with district policy) for the development, evaluation and management of the building media budget in consultation with teachers and administration.
- Assisting with the selection of other media personnel.

22-265 SCHOOL FACILITIES

The minimum standards for school buildings provide for only the basic shelter and tools of a proper learning environment. Beyond these requirements, school buildings should meet certain aesthetic standards which support and enrich each facility's educational program.

22-265 A. STRUCTURALLY SOUND BUILDINGS

1. The building appears solid and sits level on the ground. It is free from excessive deformation, vibrations, warping, sinking, cracking or other evidence of structural defect under normal conditions of use. The structure affords safe and appropriate shelter from normally expected natural forces.

2. The heating/ventilation system provides an even and consistently comfortable environment, is easily controlled, and is visually, audibly and tactilely inconspicuous.

3. The school site is appropriately located to relate well to its community structure; remote from industrial areas or other undesirable influences, and accessible for community use. Its configuration and topography are appropriate, practical, and pleasing. Development of the site is complete, practical, clearly defined and artful in terms of access and loading, parking, proper drainage, play yards and/or athletic facilities, and creative landscaping.

4. The building or building complex fulfills the requirements and intentions expressed in the building program and accommodates the physical, human, cultural, educational, social, and institutional needs incumbent upon it. The facility is not luxurious, but it is of good quality. It is safe and free from common hazardous conditions such as slippery floors or walks, doors swinging full into circulation spaces, and windows projecting into play or circulation spaces, in addition to the exiting, fire alarm, and other code required safety regulations.

    - The arrangement of the various building elements and interior spaces is logical, well defined, convenient, and pleasing. Interrelationships between various activity areas and support spaces are meaningful, practical, logical, and easily recognized. Traffic patterns are well defined and do not disrupt instructional areas. The arrangement allows for flexibility of use, expansion or variable space, to accommodate changing needs or circumstances.

    - The general appearance is pleasing. The facility is worthy of the institutions which it represents and is a source of pride to the students, staff, community, and the citizens of Oregon. Its architectural elements of balance, scale, and proportion are harmonious. Its mass and volume are carefully sited and properly oriented to its natural and artificial environment.

- The quality of space is appropriate to the activities which it serves. The size, shape, area, volume, colors, and textures create environments which evoke a human response favorable to the housed activity. Spaces and their fixtures are properly scaled to the size of the students using them. Noise is controlled and isolated. Room acoustics are controlled to suit the activities housed. Art work of a high professional standard is present. Facility originated noise, including the school signal system, is pleasing. Pleasant odors prevail.

- The building materials composing finished surfaces are durable, practical, appropriate, of good quality, and pleasing to the eye in their selection and combination. The elements of color, texture, and pattern are used creatively to form harmonious and pleasing environments of the desired character.

- The lighting system provides adequate, comfortable, glare-free illumination. Fixture type and arrangement are appropriate to the areas served, pleasing in appearance, quiet, durable, safe, and easily controlled to provide a variety of intensities and/or effects as appropriate. Both interior and exterior lighting is designed to enhance the premises as well as to provide desirable illumination. Natural light is controlled to produce a glare-free condition in all instructional spaces.

- The condition of the facility is clean and orderly. There is no evidence of vandalism. The building ages gracefully. All surfaces and items of equipment are maintained in good condition.

- The use of space is consistent with the purpose for which it was designed.

22-265 B. FURNITURE, EQUIPMENT AND MATERIALS

1. The instructional furniture is properly scaled to the size of the students, is of handsome design, durable, and of good quality. It is safe, stable, and free of sharp corners or other potential hazards. It functions to assist the instructional program it serves and to enhance the space it occupies.

2. The instructional equipment is of good quality and design, durable, and assists the instructional program it serves.

3. The maintenance tools, equipment and supplies are neatly and safely stored in areas specifically designated for that purpose, and not available to the general public or student population. Each tool or item of equipment is in good and useful condition. Sufficient and proper tools, equipment and supplies are available and regularly used to maintain the premises and grounds in first-class condition at all times.

4. The flags are of the proper size relative to the height of the flag pole and are of good quality, in good condition, and are properly displayed and properly folded and stored. The flag is always treated with respect.

22-265 C. BUILDING PROGRAM AND PLANS

1. The building program is produced by the school administrators, or by a qualified educational consultant, or by the architect, or by others such as a special citizens committee. The program describes and defines the architectural design problem in terms of what should happen in the building and it avoids descriptions of specific materials, structural systems, equipment, rooms, and furnishings which are the solution to the design problem. The program reflects the agreeable needs and desires of the educators, the community, and students. It describes each planned instructional program and indicates possible future program changes. It describes the community uses to be served. It states budget limitations and establishes priorities. It indicates how various functions should relate to one another. It does not dictate architectural style but describes the feeling, character, nature and quality of the school and its philosophy and goals.

2. The preliminary drawings are artfully done to portray the feeling and character of the building, grounds, and interior spaces.

3. The outline specifications are concise, well ordered, and complete. They may indicate alternate systems or materials.

4. The contract documents (working drawings and specifications) are prepared by a licensed professional architect.

22-270 SAFETY AND EMERGENCY PLANNING

The components of this standard guarantee that all schools achieve and maintain a safe environment for pupils, employes and visiting public, and to assure that all school personnel shall have the advantage of training and guidance to respond intelligently and constructively in time of emergency.

22-270 A. EMERGENCY PLANS AND PROGRAMS

1. Instruction and drills prepare employes and students to cope with threats to life and limb in addition to that of fire.

2. Safety policies, systems and programs promote favorable safety attitudes on the part of employes and students.

3. School and district-wide safety committees, representative of the several instruction and work areas, assist in safety planning and evaluation of safety program effectiveness.

4. The school district uses community resources for its comprehensive safety program by establishing a school-community safety advisory committee, or by seeking the help of safety personnel from industry and government agencies.

22-270 B. SAFETY INSPECTION PRACTICES

1. Thorough formal inspections of buildings, grounds and equipment are completed at least once a month. Pupil transportation equipment is inspected daily by drivers.

2. Employes and students are encouraged to report safety hazards whenever observed.

3. Administrators and employes assigned safety responsibility act immediately to eliminate safety hazards.

4. Complete and accurate records of safety inspections are maintained.

5. District safety personnel periodically review safety inspection and hazard reports to assure that all hazards are eliminated.

22-270 C. ACCIDENT PREVENTION IN-SERVICE

1. Safety instruction is given to all persons working or studying where hazards may exist, with special attention to new employes and to transfer students, and covering topics such as:

    - Hazards common to the activity or work assignment.

- Safety measures to counteract hazards including use of safety devices.

2. Effective use is made of safety posters, warning signs or other safety displays.

3. Safety consultant services are used for in-service training.

22-270 D. ACCIDENT REPORTING SYSTEMS

1. Periodic communications remind employes of the need to report accidents promptly.

2. The administrator and/or appointed safety officer investigates all reported accidents.

3. The safety committee, or other designated employes, periodically review accident reports to seek ways to improve safety.

4. Safety goals are established and all school personnel work to achieve an accident-free school environment.

22-270 E. SAFETY DEVICES, EQUIPMENT AND INSTRUCTION

1. Approved safety devices and equipment are installed or are readily available, and are used for work or activities for which they are recommended or required.

2. Employes and students receive training in the use of protective devices and equipment prior to engaging in activities for which safeguards are recommended or required.

3. Warning notices are posted to alert all persons of potential hazards and of protective measures to be employed.

4. Emergency measures to be employed in the event of accidents are well defined and posted.

5. Instructors and work supervisors are diligent in requiring students and employes to adopt safe activity and work practices.

6. All employes and students working in hazardous areas are trained to act immediately in accord with well-defined emergency procedures in the event of accident or malfunction of power equipment.

22-275 AUXILIARY SERVICES

Though school auxiliary services are not normally considered a part of the formal instructional program, they can make important contributions to the achievement of a school's educational goals. If conducted with learning goals in mind, school transportation services can provide vivid lessons in traffic safety and courtesy; school food services can be a laboratory for developing good nutritional habits and mannerly conduct; and the school plant can be a learning environment which teaches cleanliness, orderliness, and aesthetic appreciation by example. Therefore, in addition to performing their primary functions of providing safe and efficient transportation, and clean, healthful and safe buildings and grounds, these services are important components of the total educational program of the school.

22-275 A. TRANSPORTATION SERVICES

1. The district has a current written set of transportation policies which includes such items as:

   - Transportation plans in case of emergency or disaster.
   - Provisions to cancel or alter transportation because of adverse weather conditions.
   - Instruction or students in school bus safety and emergency evacuation.
   - Procedures for determining bus routes and bus stops.
   - Provision for establishing maximum walking distances and exceptions because of extreme hazards to students.
   - Procedures for letting a student off at a place other than his or her usual stop.
   - Provisions for special transportation for handicapped students.
   - Provision for supervision of school loading areas.
   - A method of determining which roads are safe for a school bus.
   - Criteria to determine eligibility to ride the bus.
   - Uniform procedures for handling school bus discipline problems.
   - Scheduling school opening and dismissals to permit maximum use of equipment.
   - Permission for operating buses on private property.
   - Contract payments to persons for transporting students to school or bus stop if necessary.

2. The district has made provisions for:

   - Driver pre-trip inspections.
   - Driver reporting of defects.
   - Correction of equipment defects.
   - Reporting correction of defects to driver.
   - A thorough inspection each time bus is serviced.

3. Buses are maintained in safe operating condition at all times by combining items in 2. with a sound preventive maintenance program.

4. All experienced drivers receive a minimum of 8 hours of in-service training annually and new drivers are provided pre-service training. This training equals or exceeds that suggested by the Department of Education.

5. There is an established accident review board which studies accidents in the fleet and recommends actions to avoid repetition of similar accidents.

6. The student instruction program includes:

   - Emergency evacuation drills in compliance with district policy.
   - Instructions to several passengers in each load on how to control the bus in the event of driver disablement.
   - Safe bus riding practices, perhaps by adopting the traffic safety education curriculum developed by the Department of Education.
   - Informing students and parents about discipline procedures.

7. The duties and responsibilities of all persons involved in pupil transportation are stated clearly in writing. Such persons include bus drivers, mechanics, transportation supervisors, teachers, coaches, chaperones, administrators, and the school board.

8. Special qualifications including training requirements, personal conduct, personal appearance and assignment to special trips have been established for drivers.

9. Provision is made for periodic review and assessment of school bus routes and stops with respect to safety hazards and changing student population.

10. Provision is made for periodic review and assessment of school loading zones for safety and supervision of students.

11. Preventative measures to avoid bus overloads include regular load counts, reporting and correcting overload conditions, and limiting passengers on activity trips to vehicle carrying capacity.

12. Special transportation arrangements are made for students with physical or mental handicaps as needed.

13. Records, including the following, are maintained for management purposes:

    - Individual vehicle operating costs (gas, oil, parts and supplies, maintenance labor, and reasons for repair).
    - Reimbursable and nonreimbursable mileage for each bus.
    - Other records including students transported, student conduct, out-of-service time of each bus for repairs, and service to stalled vehicles.

14. Adequate provision is made for maintenance and storage including garage facilities and equipment, washing facilities, and storage areas protected from vandalism, theft, weather and mud.

15. A current parts inventory is maintained.

16. There is provision for an adequate number of trained, experienced mechanics with adequate supervision.

22-275 B. SCHOOL FOOD SERVICES

1. The program is conducted in accordance with policies and principles which are conducive to the maintenance of a warm and aesthetic learning climate as well as to the provision of nutritional meals to satisfy physical hunger.

2. An atmosphere of dignity and hospitality is in evidence in all phases of the meal program.

3. Menus are planned to achieve the maximum aesthetic appearance.

4. Food is prepared and served to insure consistent high quality at the time of eating.

5. Delivery systems are so planned and conducted as to accomplish the shortest possible serving time (without participant harrassment) and to eliminate long, slow restlessness-promoting lines.

6. Personal appearance of program personnel evinces pride in themselves and in their program activities.

7. A calm, orderly, and reasonably quiet dining area indicates that the above principles are being followed.

22-275 C. CUSTODIAL SERVICES

1. The district has written guidelines for custodial and maintenance personnel that facilitate uniformity of performance in each building and its surrounding areas.

2. Schedules are available, and followed, that indicate:

   - Areas to be cleaned at least daily.
   - Areas or equipment to be checked by maintenance personnel at least daily.
   - Cleaning and maintenance processes for other than daily responsibility.
   - Safety inspections to be made of school plant areas and items of equipment for which the maintenance staff is responsible.

3. Plans for a comprehensive preventive maintenance program are available and followed.

4. An up-to-date inventory indicates that:

   - Sufficient lavatory supplies are available.
   - Sufficient cleaning agents are available.

5. The district has written duties and responsibilities for all custodial and maintenance personnel including custodial and maintenance workers, and custodial and maintenance supervisors.

6. In-service programs are provided to:

   - Keep personnel up-to-date in their individual job areas.
   - Keep personnel abreast of related statutes and OAR regulations that pertain to their responsibilities.

7. Provisions are made to include custodial and maintenance personnel in the school safety program(s).

PART III

CHARACTERISTICS OF INSTRUCTIONAL PROGRAMS

INTRODUCTION

Part III presents descriptions of each of the required, and most of the optional, instructional programs offered by Oregon schools. Each description consists of a statement of purpose, goals, curriculum content and organization, and indicators of a quality program. These descriptions are not intended to be prescriptive; rather, they are suggestions only, and are offered as guidelines for local district program development and evaluation.

The STATEMENT OF PURPOSE describes the general content and/or rationale for each instructional program. It sets the framework for district goals that are to be the program's responsibility.

The PROGRAM GOALS suggest the general educational outcomes for each instructional program and should reflect district and state goals. They are adapted, by permission, from goals developed by the Tri-County Goal Development Project.[1] The relationships of these program goals to the Statewide Goals for Schooling are indicated by notations in parentheses following each goal statement. The notations are keyed to the goals as they appear on page III-4b. While most goals could conceivably be related to state-level goals, references are made to those only most directly related.

Under the heading, CURRICULUM CONTENT AND ORGANIZATION, the information:

- Provides the bases for adopting state textbooks, defining teaching norm requirements in teacher certification, and program reporting and budgeting; and
- Suggests models from which district program descriptions might be adapted and expended to meet local needs.

Clearly, local program goals and content should reflect the district's own instructional planning activities, including defining and assessing goals, identifying program needs, and setting priorities. (See OAR 22-230)

Criterion statements, listed as INDICATORS OF A QUALITY PROGRAM, can be used to evaluate each program. Though not exhaustive, they highlight a few significant characteristics for each program.

In addition to the indicators of quality, the following criteria may be used to evaluate instructional programs:

1. Program content is compatible with program and district goals.

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[1] Program Goals and Subject Matter Taxonomies for Course Goals, K-12, Produced by the Tri-County Goals Development Project, Multnomah County Intermediate Education District, PO Box 16657, Portland, OR 97216.

2. All program goals can be related to district and course goals.

3. A written description of the course of study shows how learning experiences are sequenced within the K-12 program, or portion thereof.

4. Provisions are made for varied rates of learning and interests of students.

5. Curriculum content is coordinated, within the program and with kindred programs.

6. Students are encouraged to experience a variety of instructional media and learning activities.

7. The manner of instruction helps each student to develop a positive self-concept.

8. Instructional staff have the equipment and supplies needed for effective instruction.

9. All teachers involved in the program hold valid teaching certificates and their assignments conform to teaching norm requirements.

10. State-adopted textbooks and other state-adopted materials are used.

The Department of Education intends to expand upon these suggestions through the publication of handbooks[2] for the various program areas as time and resources permit.

GOAL-SETTING

The standards require districts to develop interrelated sets of goals. The following diagrams illustrate the relationships among these goals and will help the distri-

- Analyze its own sets of goals to assure that they are as comprehensive as possible.
- Analyze its own sets of goals to assure that they are compatible with state goals and the minimum standards.
- Show the intended relationships among the goals to assure a student's completion of the minimum requirements for graduation and for record keeping purposes.

[2] See Glossary for definition of HANDBOOK.

Figure 1 shows the hierarchy of goals and illustrates the sequence of development beginning with the state goals. A district could also begin with existing course goals and then develop program and district goals. It also is possible to begin the process by setting program goals or district goals based on state goals.

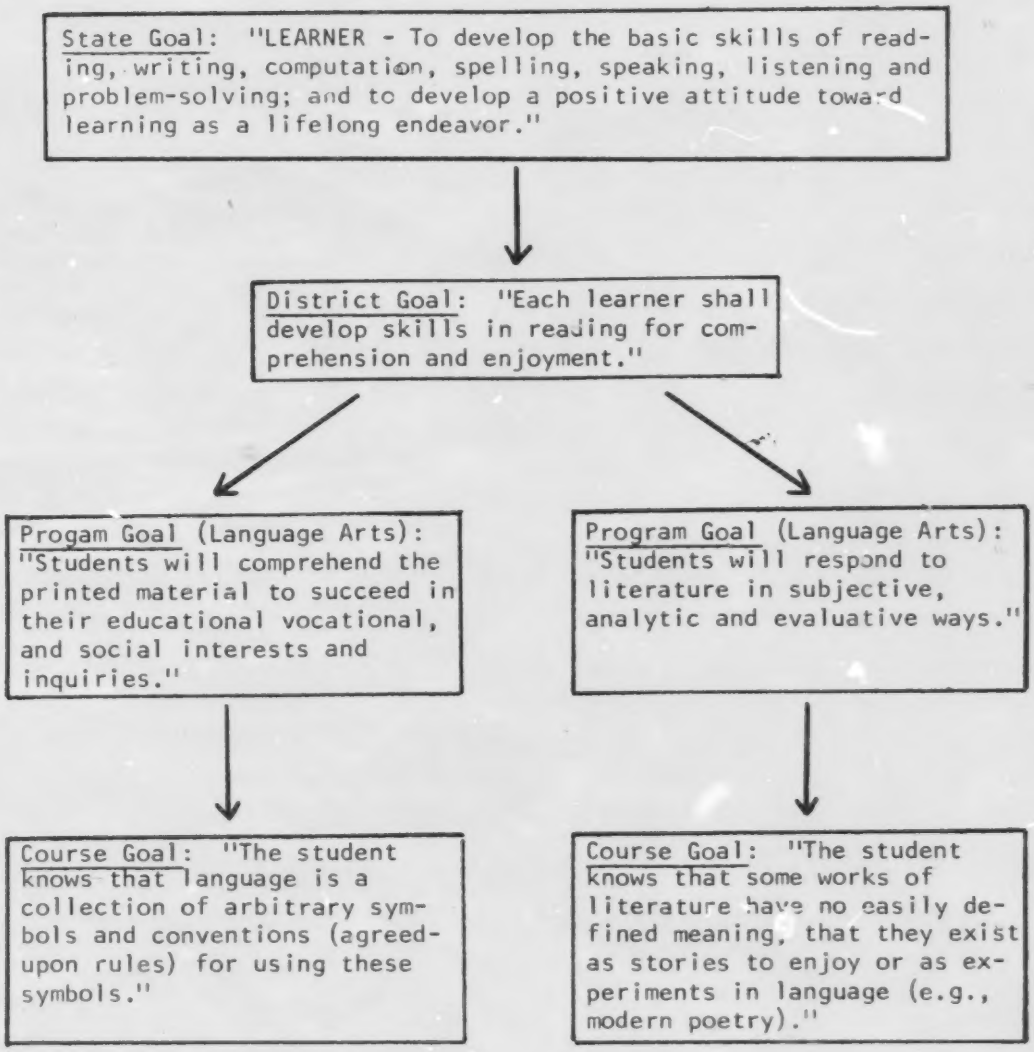
State Goal: "LEARNER - To develop the basic skills of reading, writing, computation, spelling, speaking, listening and problem-solving; and to develop a positive attitude toward learning as a lifelong endeavor."
District Goal: "Each learner shall develop skills in reading for comprehension and enjoyment."
Progam Goal (Language Arts): "Students will comprehend the printed material to succeed in their educational vocational, and social interests and inquiries."
Program Goal (Language Arts): "Students will respond to literature in subjective, analytic and evaluative ways."
Course Goal: "The student knows that language is a collection of arbitrary symbols and conventions (agreed-upon rules) for using these symbols."
Course Goal: "The student knows that some works of literature have no easily defined meaning, that they exist as stories to enjoy or as experiments in language (e.g., modern poetry)."

Fig. 1 - Relationships of Sets of Goals as Hierarchy

Figure 2 depicts the possible relationships among state, district and program goals; for example, a program goal may serve more than one district goal, and two district goals may serve a common state goal.

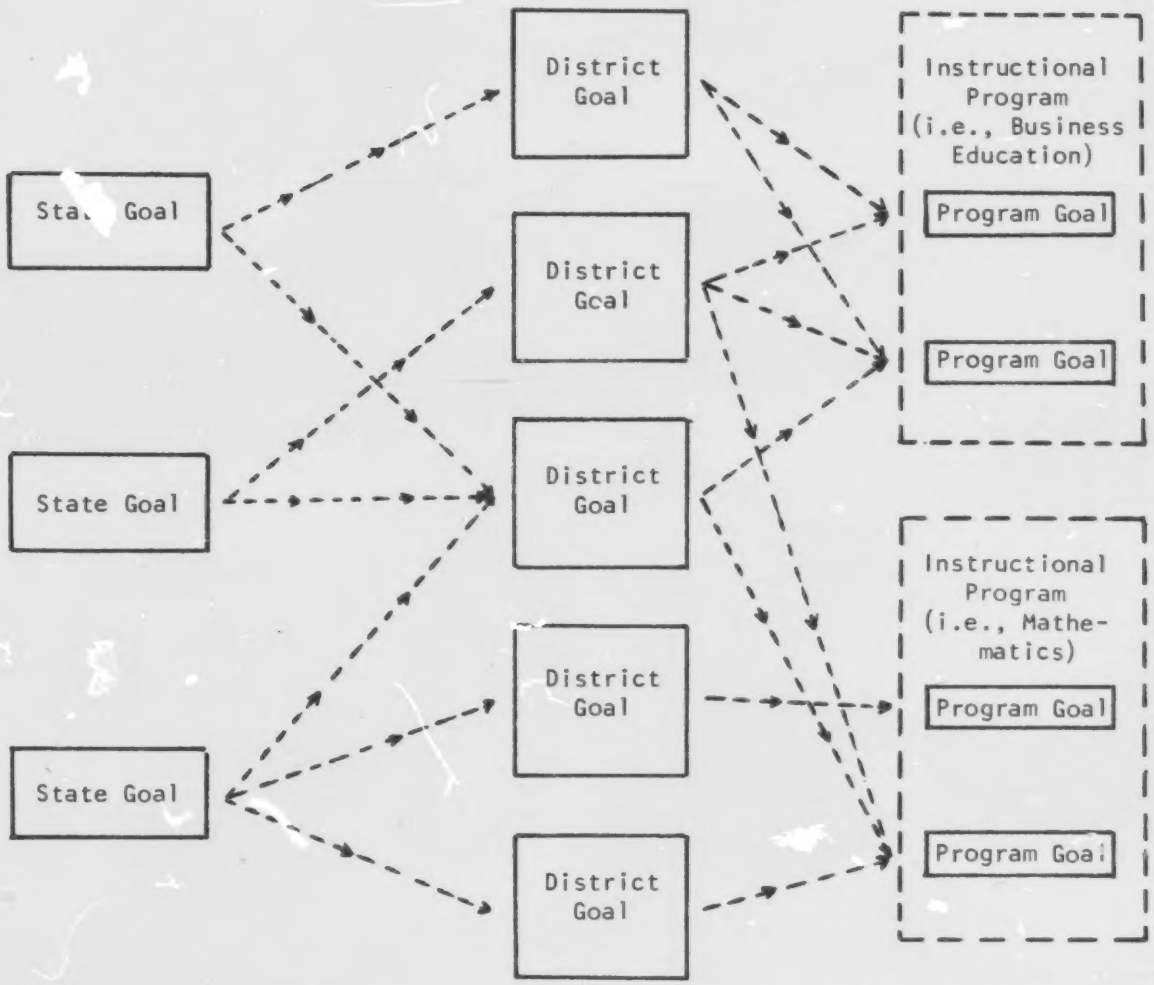

Fig. 2 - Relationships Among State, District and Program Goals

By developing a schematic such as the one illustrated in Figure 2, the District can:

1. Verify the comprehensiveness of program goals;
2. Identify any overlooked district or state goals;
3. Pinpoint redundancies in goals across programs.

STATEWIDE GOALS FOR SCHOOLING

Each individual will have the opportunity to develop to the best of his or her ability the knowledge, skills, and attitudes to function as a (an):

A. INDIVIDUAL

1. To develop the skills necessary for achieving fulfillment as a self-directed person;
2. To acquire the knowledge necessary for achieving and maintaining physical and mental health;
3. To develop the capacity for coping with change through an understanding of the arts, humanities, scientific processes, and the principles involved in making moral and ethical choices.

B. LEARNER

1. To develop the basic skills of:

a. Reading
b. Writing
c. Computation
d. Spelling
e. Speaking
f. Listening
g. Problem-solving

C. PRODUCER

1. To learn of the variety of occupations;
2. To learn to appreciate the dignity and value of work and the mutual responsibilities of employes and employers;
3. To learn to identify personal talents and interests, to make appropriate career choices, and to develop career skills.

D. CITIZEN

1. To learn to act in a responsible manner;
2. To learn of the rights and responsibilities of citizens of the community, state, nation, and world;
3. To learn to understand, respect, and interact with people of different cultures, generations, and races.

E. CONSUMER

1. To acquire knowledge and to develop skills in the management of personal resources necessary for meeting obligations to self, family, and society.

F. FAMILY MEMBER

1. To learn of the rights and responsibilities of family members and to acquire the skills and knowledge to strengthen and enjoy family life.

BASIC EDUCATION

Basic education programs help students develop skills, knowledge and attitudes in the basic subjects of reading, writing, computing, music, science, language, physical education, mathematics, health and traffic safety. These programs lay the foundation for successful schooling by helping students develop their abilities to communicate, compute and solve problems effectively. In addition, basic education programs provide opportunities for students to learn to apply their skills and knowledge in the various life roles.

The following pages describe the basic education programs, outlining their purposes, goals, curriculum content and organization, and indicators of quality.

ART EDUCATION

PURPOSE

Art education provides opportunities for students to experience creativity, to enrich aesthetically their daily living, and to appreciate beauty. It is the experience itself, rather than the finished art product, that contributes to the students' personal development. Art must be a vital part of the instructional program, providing well-planned continuity in the students' art experiences. Students should enter into a variety of activities, such as observing, experimenting, selecting, organizing, constructing, designing, creating, correlating, evaluating and sharing.

GOALS[1]

Students will:

1. Be able to interpret the natural and man-made environment with perception and discrimination. (A-1, A-3)
2. Know/be able:
   - To select and use art materials that are specifically suited to requirements for art expression. (A-1, A-3, C-3)
   - Through art, to interpret the life and values of their culture and that of others. (A-1, A-3, D-3)
   - To value the ideas that inspire their own art expression and that of others. (A-1, A-3, D-3)
3. Understand the art of their own heritage, historical and cultural art forms, and the interaction of art and society. (A-1, A-3, D-3)
4. Know the language of art and be able to use that language to express themselves and to communicate. (A-1, A-3, B-1g)

[1] Adapted from Tri-County Goal Development Project.

5. Know the major principles of composition and be able to apply this knowledge to their work. (A-1, A-3, C-3)

6. Have the knowledge and skills needed to adapt to their visual environment. (A-1, A-3)

7. Be able to apply the language, disciplines, and processes of art to improve the quality of their personal lives and that of society. (A-1, A-3, C-3, D-3)

CURRICULUM CONTENT AND ORGANIZATION

Grades Kindergarten Through Three:

Children in the primary grades tend to enjoy expressing their thoughts in art form. They should not be expected to develop artistically finished products; their artistic expressions should be accepted with understanding and appreciation. Children think differently than adults, and their artistic expressions will reflect their own thoughts.

Primary children can learn to: paint (tempera, finger paint); draw (chalk, wet and dry paper); model (dough and oil clay); cut, tear, and paste (paper, cloth); paint (wood blocks, spools, corks, sponges); string (beads, seeds, macaroni); construct (blocks, boxes); weave; shape paper; stitch on burlap; letter; arrange (realia, flowers); create mobiles, hand puppets; enjoy art exhibits and museums.

Grades Four Through Six:

This developmental stage markedly affects boys' and girls' efforts to use art as a form of communication. They are concerned about realism and often wish to express their ideas beyond their ability to do so. The teacher must be skillful in keeping imagination alive while at the same time providing for skill development. Provisions for choice of media and longer periods of time for special projects is important in preventing their loss of self-confidence.

Among the many possible activities are: wide use of crayons and colored chalk (drawing, blending colors); work with clay; paper cutting, tearing, rolling, scoring, pleating; use of charcoal; paper modeling; use of tempera; weaving; stitching; booklet making; lettering; construction (wood, wire, string, cardboard boxes, discard materials); use of water colors; visits to art museums and exhibits.

Grades Seven and Eight:

Opportunities should be provided for students to extend those skills introduced in preceding grades. Attention should be given to special interests of boys and girls as they continue to grow toward the critical awareness of adulthood. Emphasis at this time begins to shift from the working process to that of the final product.

Of particular interest to these students are: sketching (charcoal, pencil, chalk, water color, mixed media); stenciling (silk screen); construction and models; printing, sculpturing (soap, sandstone, plaster forms, soft wood, salt blocks); poster making; using complementary color schemes, color value, analogous and monochromatic colors, grayed colors; design; crafts (wood carving, jewelry making, basketry, weaving, stitchery, mosaics, masks, ceramics, leather, metal tooling, collage).

Grades Nine Through Twelve:

These students should be offered a breadth of courses, such as: basic exploration in fundamentals; appreciation for the contributions of art to everyday living; study of the history of art; principles of design; exploration of photography; creation of cartoons as a form of communication in such fields as politics, sports, editorials, advertising, comic strips; three dimensional ceramics; experiences in clothing design, costuming, fashion illustration; design craft; interior design; surveys of theater and stage design.

INDICATORS OF A QUALITY PROGRAM

1. Instruction is based on a developmental program which has defined goals of instruction.
2. Teachers provide for stimulation of creative thought and activity.
3. Art experiences are planned which are appropriate to the interests of students and can be applied to all areas of the curriculum.
4. Provision is made for students to evaluate their own work and the work of others in positive, constructive ways.
5. Continued improvement of the art education program is maintained through specialized teachers, supervision, and/or in-service activities.
6. Students have an opportunity to become familiar with the potential for careers in art and allied fields.

Also, see indicators of quality applicable to all instructional programs listed on pages 1-2.

BUSINESS EDUCATION

PURPOSE

The business curriculum offers instruction in the general and vocational areas. Courses of study include general business, business law, business economics, business mathematics, business communications, bookkeeping, typewriting, shorthand and other office training in addition to those subjects dealing with consumer education.

Vocational courses and programs in business and office education are designed to prepare students for entry-level positions in business while at the same time affording them adequate academic preparation for further education.

GOALS[1]

Students will:

1. Learn about the American economic system. (D-1)
2. Learn about business structure and organization. (A-3, C)
3. Develop communication skills needed for business. (C-3)
4. Develop skills of typewriting and other office machines. (C-3)
5. Develop skills needed for entry level clerical and secretarial jobs. (C-3)
6. Explore the many areas of business and office activities. (C-1)
7. Develop wholesome attitudes toward consumer affairs. (E)
8. Acquire leadership skills through participation in Future Business Leaders of America. (A-1)

CURRICULUM CONTENT AND ORGANIZATION

Grades Kindergarten Through Six:

In these grades, students become aware of adult life roles. Career awareness should be integrated into their learning experiences, providing them with specific information regarding business occupations.

Grades Seven Through Nine:

At this level students should have the opportunity to explore business and office occupations. Typewriting and general business instruction are frequently

[1]Adapted from Tri-County Goal Development Project.

offered to these students. More recently, occupational courses in business have been included to introduce students to occupations in the business field.

Grades Ten Through Twelve:

Career preparation is emphasized in these grades, as well as the general areas of business and consumer education. Many of the traditional courses offer skills and knowledge needed for personal and consumer life roles.

Occupational and career learning experiences are further described in the section entitled, "Vocational Education."

INDICATORS OF A QUALITY PROGRAM

1. Instruction is reflected through a written goal-based K-12 program.

2. Current written records are available of student progress related to curriculum objectives.

3. The curriculum is based on current practices in business.

4. An appropriate advisory committee is being utilized to evaluate and update curriculum.

5. Teachers have practical experience in the field of business and office occupations.

6. Students are encouraged to participate in Future Business Leaders of America.

7. Cooperative work experience is available to students who can benefit from it.

8. Students are encouraged to apply the basic skills of listening, speaking, reading and writing as applicable to the program subject matter.

Note: For further indicators of quality programs, see the "Vocational Education" section. Also, see indicators of quality applicable to all instructional programs, listed on pages 1-2.

CITIZENSHIP EDUCATION

PURPOSE

For our nation to flourish and remain strong, we must have a citizenry which is actively involved in its affairs, in a constructive and informed manner. A carefully planned program in citizenship education should develop in students knowledge of, and concern about, the affairs of the community, state, nation and world. Students should understand the functions of the various levels of government, and learn to work harmoniously with others.

GOALS

Students will:

1. Understand the structure, functions and relationships of the various levels of government and related community functions. (D-2)
2. Understand the need for sound international relations. (D-2)
3. Be able to relate the political system to functions of government. (D-2)
4. Understand individual rights and the American legal system. (D-1)
5. Know how various levels of government obtain and expend funds. (D-2)
6. Understand the relationship of values to behavior. (A-1)
7. Understand the citizen's responsibilities to governmental and nongovernmental community affairs. (D-2)
8. Understand the need for positive relationships with other members of society including minority members and other family members. (D-3j, F)

CURRICULUM CONTENT AND ORGANIZATION

A well-planned program in citizenship education should be incorporated throughout the elementary and secondary grades. Instruction should focus on two major areas: government and human relations.

Government:

1. Basic government, including the purpose of government, broad services of government, and citizenship participation.
2. Local government, including local government services, the organization and function of cities, counties and local service districts.
3. State government, including the function and services of state government, the relationships of state government to federal and local governments, the organization of the legislature and the legislative process, and the state government agencies and their functions.
4. National government, including the organization and function of the executive, judicial and congressional branches, the federal government bureaus and their functions, and the basic constitutional guarantees.

5. Politics, with emphasis of the American political system and citizen participation in the political system.

6. International government and international relations.

7. The legal system and civil rights, including basic individual rights, the need for rules and laws, how laws are prepared, adopted and changed at various governmental levels, the courts and law enforcement, and classifications of laws.

8. Government finance and taxation, including the various means of acquiring funds and the uses of funds.

9. Civic affairs, including the functions and relationships of nongovernmental public service agencies.

Human Relations:

1. Value and character development.

2. Interpersonal relations with other people generally.

3. Interpersonal relations specifically relating to family members.

4. Interpersonal relations specifically relating to minorities.

INDICATORS OF A QUALITY PROGRAM

1. A comprehensive plan of classroom activities at all grade levels which proposes to accomplish the adopted goals.

2. Classrooms which are organized to be "laboratories of democracy."

3. Opportunities for students to exercise responsibilities both in the classroom setting and in the total school setting.

4. Simulated opportunities for democratic participation.

5. Utilization of governmental and nongovernmental community service agencies and personnel in helping students learn and develop responsibilities.

6. An emphasis on learning of the citizen's relationship to both his/her immediate (local and state) society and more distant (nation and world) society.

7. Opportunities for students to learn governmental and nongovernmental community service agency functions through internships with those agencies.

8. Provision for continuous assessment of the degree to which goals are achieved.

Also, see indicators of quality programs applicable to all instructional programs, listed on pages 1-2.

CONSUMER AND HOME ECONOMICS EDUCATION

PURPOSE

A comprehensive program in consumer and home economics education provides organized educational experiences at all grade levels. The program strives to improve individual and family living, taking into consideration societal and environmental concerns, consumer skills and career preparation for homemaking and wage earning.

GOALS

Students will:

1. Know the concepts of human development and family living, and will be able to use them in their physical, mental, social and emotional development. (A, F)

2. Be able to make personally satisfying family finance and consumer decisions based on individual and family values. (E)

3. Be able to make effective decisions reflecting social concerns in the selection and management of the home, its furnishings and the environment. (C, D)

4. Know and value principles of nutrition, food selection and preparation to meet individual, family and societal needs. (A-2)

5. Be able to make textile and clothing decisions with emphasis on selection, construction and maintenance, while developing creativity in related arts to meet individual and family needs. (A, F)

6. Know and possess skills needed for entry-level employment or further education in home economics related careers. (C)

CURRICULUM CONTENT AND ORGANIZATION

Grades Kindergarten Through Six:

All students in grades K-6 are exposed to concepts relating to home and family living skills including, but not limited to, basic nutrition, consumer education and personal and family relationships.

Grades Seven and Eight:

Junior high school programs provide exploratory experiences in all areas of specialization, allowing students to explore uses of materials and equipment and to observe job related areas.

Grades Nine Through Twelve:

A minimum two-year curriculum includes in-depth experiences in human development and family relationships, family finance and consumer decisions, housing and environmental concerns, nutrition and foods, and textile and clothing decisions.

INDICATORS OF A QUALITY PROGRAM

1. Course offerings (grades 9-12) are such that students have an opportunity to study all of the following areas of home economics within a two-year program:

   - Human development and the family.
   - Family finance and consumer decisions.
   - Housing and the environment.
   - Nutrition and foods.
   - Textiles and clothing.

2. A current, written, yearly curriculum plan incorporates the most up-to-date state-approved curriculum design and coordinates the junior high and senior high school programs.

3. In areas of the minimum graduation requirements (e.g., health education, personal finance, career education), the home economics teacher makes a specific contribution through advising, consulting and cooperative planning and/or teaching.

4. The home economics program helps students apply and build on competencies developed in other classes (e.g., reading, computing, decision making).

5. Extended learnings (i.e., the extension of planned classroom learnings from school into home and community) are an integral part of the curriculum.

6. Provision is made for youth leadership development as an integral part of the home economics program (e.g., FHA-HERO).

7. Consideration is given to males and females in the multiple roles of consumer, homemaker, family member and producer.

8. A yearly plan and budget exists to maintain and improve the department and program (i.e., exhaustible supplies, capital outlay).

9. There is an active consumer homemaking advisory committee.

10. Career awareness and exploration are included in each unit of study or level of instruction.

11. Students are encouraged to apply the basic skills of listening, speaking, reading and writing as applicable to the program subject matter.

Also, see indicators of quality applicable to all instructional programs listed on pages 1-2.

FOREIGN LANGUAGE EDUCATION

PURPOSE

The primary concern of foreign language education is to help students develop facility in understanding, speaking, reading and writing in a second language. The added benefits for students are many: students' basic communication skills are reinforced, and students acquire a basis for analyzing (through comparison and contrast) their own culture, value system, and personal development. Students develop new insights and awareness of the points of view and sensitivities of others.

GOALS[1]

Students will:

1. Know the nature and functions of language.
2. Be able to reproduce the sounds and patterns of a second language. (B-1,e)
3. Be able to read the second language with ease, enjoyment and appreciation. (B-1,a)
4. Be able to write the second language appropriately, with fluency. (B-1,b)
5. Know possible uses of the second language. (D-3)
6. Be able to apply and extend basic educational skills of communication, computation and decision-making through the second language. (B)
7. Be able to employ the second language as a means of self-expression and communication with others. (B-1)
8. Be able to understand and converse with people who speak the second language as their native language. (B-1)
9. Know and appreciate the formal and informal aspects of the culture of the people who speak the second language as their native language. (D-3)

CURRICULUM CONTENT AND ORGANIZATION

Level I:

At this level, instruction focuses on helping students acquire basic skills in understanding and speaking a second language; skills include pronunciation, vocabulary, spelling, word formation, sentence patterns. Students are introduced to a comparison of American and second-language cultures.

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[1] Adapted from Tri-County Goal Development Project.

Level II:

Continual emphasis should be given to the listening, comprehension and speaking aspects of the language. Reading and writing skills should be carefully developed in relation to the capacity of the student. Culture as an integral part and reflection of the language is interwoven throughout the entire language experience at this level.

Levels III and IV:

Emphasis on the basic communication skills is continued. Free oral expression and the writing of paragraphs and short themes are recommended for this level. Current materials of topical interest are appropriate instructional resources.

INDICATORS OF A QUALITY PROGRAM

1. Instruction is presented through a written goal-based system of language arts that incorporates a four-level approach.

2. Current written records are available of student progress related to curriculum objectives.

3. The instructor makes maximum use of personality and background to motivate students.

4. Second language content is taught in a context that is meaningful and enjoyable to the student.

5. Comprehension, speaking, reading and writing instruction help students improve basic language skills.

6. Allowances are made for students needing special attention.

7. The program is interdisciplinary, offering college and/or career-oriented courses.

8. The program encourages students to participate in activities such as: school plays, community plays, speaking activities, mass media activities and community services.

9. Students use second language communication skills effectively when studying environmental, historical, cultural and other issue-oriented projects.

10. Students have an opportunity to become familiar with the potential for careers using foreign language abilities.

Also, see indicators of quality applicable to all instructional programs listed on pages I-2.

HEALTH EDUCATION

PURPOSE

Significant health problems, such as cancer, heart disease, mental illness, venereal disease, drug abuse, malnutrition, environmental pollution and emphysema, are real causes for concern nationwide. Given the appropriate skills and knowledge, our citizenry can cope with these problems. Health education helps students learn to recognize and accept major responsibility for their own health, and partial responsibility for the health of others. Students come to understand their own behavior through the development and use of a valuing system; they acquire the tools needed for adapting to and coping with their environment.

GOALS[1]

Students will:

1. Have positive self-concepts. (A-1, A-3)
2. Be able to deal positively with feelings about others. (D-2, D-3, F-1)
3. Have the knowledge and skills necessary to make decisions which will enhance the physical and mental health of community members. (A-2, B-1,g, D-3, E-1)
4. Have the basic knowledge of human growth and development. (A-2)
5. Have the knowledge and skills necessary to live safely, prevent accidents, and provide emergency care. (D-1)
6. Understand the purposes served by the family in providing psychological and physiological security to its members. (F-1)
7. Understand the current local, national and global health problems and some of the ways in which they might be solved. (D-2)
8. Be familiar with, evaluate and use materials and services provided by individuals and/or organizations dedicated to solving health problems. (B-1, D-1, E-1, F-1)
9. Be familiar with career opportunities in health and allied fields. (C-1, C-3, E-1)

CURRICULUM CONTENT AND ORGANIZATION

In health education programs, planned learning experiences help students develop positive attitudes and practices related to critical health issues. The health curriculum is concerned with, but not limited to, emotional health and positive self-image; appreciation and respect for the human body; personal

[1] Adapted from Tri-County Goal Development Project.

fitness; health issues of alcohol, tobacco and drug use and abuse; health misconceptions and quackery; effects of exercise on the body systems and on general well-being; nutrition and weight control; male-female relationships and wholesome preparation for marriage; gerontology, community and ecological health; communicable and degenerative diseases including venereal diseases; disaster preparedness; general safety education; awareness of health careers; choosing professional medical health services and health insurance programs.

The interrelationships of the above topics with one another and with others make it essential that they be taught and administered as one broad, comprehensive curriculum. Special health problems are dealt with in this context, and not in piece-meal fashion.

INDICATORS OF A QUALITY PROGRAM

1. The program is based on a philosophy, program goals and sequenced competencies with appropriate performance indicators which have been developed and/or adapted to meet local needs and professional standards.
2. The curriculum is related to the needs, problems and interests appropriate to the growth, development and maturity levels of each student involved.
3. Curriculum plans and instructional materials are reviewed and revised yearly to incorporate rapidly accumulating new knowledge and techniques concerning health instruction and desirable health practices.
4. Elementary programs emphasize the affective approach, supported by cognitive information, to help each student develop and analyze attitudes, decision-making processes, and value systems.
5. Junior high and high school programs use resources outside the classroom to provide experiences that encourage the development of attitudes, skills and behavior necessary to responsibly solve individual and/or community health problems.
6. The health education needs of all students are met by offering additional elective courses as may be required. A course such as driver education is not included in health education.
7. School personnel and health professionals such as physicians, school nurses and dentists make significant contributions to health instruction either as resource persons in the classroom or directly through their roles in school health services.
8. Appropriate time is given to the school health coordinator in order to perform the duties of the position as identified in the publication School Health Services for the School Age Child, page 33 (an Oregon Department of Education publication).
9. Students have an opportunity to become familiar with the potential for careers in health and allied fields.

Also, see indicators of quality applicable to all instructional programs listed on pages 1-2.

INDUSTRIAL ARTS

PURPOSE

Industrial arts provides opportunities for all students to develop an understanding of many aspects of industry and technology: the consumer, technical, occupational, managerial, social, historical, and cultural. Furthermore, it helps students acquire industrial and technical knowledge and competencies through creative and problem-solving learning experiences. These experiences include experimenting, planning, designing, constructing, evaluating, and using tools, machines, materials and processes.

GOALS[1]

Students will:

1. Be aware of industry and its place in our culture. (C-1, 2)
2. Be able to use tools and machines safely and properly. (C-3)
3. Know and be able to apply skills that contribute to safe living and working conditions. (A-2)
4. Be able to apply and extend basic educational skills of communication, computation, and decision-making in solving problems of industry. (B-1,g)
5. Value and be able to plan avocational activities to balance and enrich vocational pursuits. (C-1, 3)
6. Know the economic structure of our industrial society. (A-3, C)
7. Know and apply their individual talents, attitudes, interests and individual potential related to the industrial and technical areas. (C-3)

CURRICULUM CONTENT AND ORGANIZATION

Grades Kindergarten Through Six:

The K-6 program familiarizes students with the kinds of work people do and the relationship between work and the production and use of goods and services. Industrial arts experiences integrated into the elementary school program can develop skills in using tools and materials, positive attitudes toward work, and an understanding of personal abilities.

Grades Seven and Eight:

The program in grades 7-8 consists of laboratory experiences which (1) give hands-on activities representing a broad range of industrial occupations; (2) provide information on making meaningful occupational choices;

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[1] Adapted from Tri-County Goal Development Project goals.

(3) acquaint students with the significance of changing technologies; (4) instill an understanding and appreciation of work; and (5) develop the skills to pursue a meaningful role as an individual.

Grades Nine Through Twelve:

The program in grades 9-12 offers laboratory experiences for students to experience safe, hands-on activities in materials and processes, graphic communications, power, and electricity.

INDICATORS OF A QUALITY PROGRAM

1. The program is based on a written philosophy of industrial arts consistent with the district career education plan.
2. Each instructor has an ongoing safety program which is based on a written plan and which is included as a part of the instructional program.
3. Each instructor has a college major in industrial arts.
4. Each instructor has evidence of recent industrial or professional education.
5. There is written evidence of a student evaluation process which allows an individual to choose the best method of learning; a written record is kept of progress.
6. Each instructor has a written plan for career education instruction which shows how it is integrated with each course.
7. Each instructor has an inventory system for materials, supplies, tools, and equipment.
8. Each instructor has implemented a student organization that teaches industrial practices.
9. Regular department meetings are held and documented.
10. Each instructor has written evidence of interdisciplinary activities and how they relate to other disciplines.
11. Each instructor has a list of competencies developed and used by the district; the list is revised as needed.
12. Each instructor has evidence that students have alternative methods for meeting course goals and competencies.
13. Each instructor has a written plan adopted by the administration for machine and tool replacement.
14. Each instructor has a written plan to keep other teachers and counselors informed of the industrial arts program and its objectives.
15. Students have an opportunity to become familiar with the potential for careers in industrial arts and allied fields.

LANGUAGE ARTS

PURPOSE

Language arts plays a major role in helping students think and express themselves clearly. To be able to think clearly, students need communication tools that permit them to understand, reflect, make decisions, and move from the concrete to the abstract. Their degree of success in these mental processes is proportionate to the degree of proficiency they achieve in specific communication skills. As a minimum, students need basic competency in reading, listening, speaking and writing; all districts should develop a minimum skills basic program for this purpose. At the same time, district level curriculums should contain goals and objectives that go beyond the basic level skill program. These programs, therefore, should offer each student opportunities to become proficient in the survival skills of communication as well as opportunities to move from the survival level to a self-actualization level.

GOALS[1]

Students will:

1. Comprehend the printed material needed to succeed in educational, vocational, and social interests and activities. (All state goals)

2. Respond to literature in subjective, analytic, and evaluative ways. (B-1)

3. Interpret literature and the humanities as a reflection of the life, values, and ideas of this and other cultures. (B-1, a to g)

4. Effectively use language in interaction with others, gaining and improving group communication skills. (B-1, a to g)

5. Recognize that ideas are expressed in many ways: dialects, verbal modes, styles and usage levels, associations and points of view. (D-1, 2, 3)

6. Write honestly, creatively, and clearly. (B-1, a to g)

7. Adapt speech and writing to different purposes, audiences, and communication forms, using appropriately the mechanics and conventions of writing and speech to assure accuracy and clarity. (D-1, 2, 3)

8. Acquire, interpret and evaluate information through purposeful and critical observation and listening. (D, E, F)

9. Know that language adapts to the needs of people through time. (D-3)

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[1] Adapted from Tri-County Goal Development Project.

10. Effectively express and interpret ideas, attitudes, and feelings in non-verbal ways. (A-1)

11. Know that experience in the world is given meaning and shape by language. (All state goals)

CURRICULUM CONTENT AND ORGANIZATION

Grades Kindergarten Through Three:

In grades K-3 students acquire basic skills in listening, speaking, reading, and writing. These skills must be taught in a manner that fosters a positive attitude toward communication skills.

Grades Four Through Six:

In grades 4-6 students increase their proficiency in communication skills. Specific instruction should be provided on using basic communication skills to reach other goals of study. Students should be able to read and comprehend meanings of words, sentences, paragraphs and stories, and glossaries, and use bibliographies to acquire information and ideas. They should achieve moderate accuracy in spelling, punctuating, speaking, listening and organizing ideas. They should write legibly and speak clearly with a personal style that communicates effectively.

Grades Seven Through Twelve:

In grades 7-12 students have opportunities to become efficient in:

- Demonstrating critical thinking skills by analyzing propaganda, innuendo, implication, logic and evidence, as well as common logic fallacies.
- Using various modes of writing and speaking, including description, explanation, argument, or persuasion as appropriate to a given situation.
- Identifying with verbal or written logical evidence, from what is read, the author's purpose and the reader's reaction.
- Demonstrating understanding of significant literature, drama, and prose.
- Using knowledge of literature and drama as a chief resource when studying environmental, historical, economic and political issues.

INDICATORS OF A QUALITY PROGRAM

1. Instruction reflects a written goal-based sequential program for grades K-12.

2. Current written records of student progress on curriculum objectives are available.

3. The curriculum is balanced (i.e., includes skills in listening, reading, writing, and speaking) and provides opportunities to improve basic language arts skills (K-12) in a progressive way.

4. Curriculum programs are available for students who need special attention.

5. Language arts is taught in a context that is meaningful and enjoyable to the student.

6. Other content area teachers provide instruction in communication skills related to their area.

7. The language arts program motivates students to participate in communication activities (e.g., school plays, community plays, speaking activities, mass media activities).

8. Students effectively use communication skills when studying environmental, historical, cultural and other issue-oriented subjects.

9. Students have an opportunity to become familiar with potential careers using language arts abilities.

Also, see indicators of quality applicable to all instructional programs listed on pages I-2.

MATHEMATICS

PURPOSE

The mathematics program develops the student's problem-solving abilities, including recognizing and defining problems; estimating and predicting; measuring, collecting, organizing, and presenting data; devising problem-solving strategies; and computing and validating results. Problem-solving separately or concurrently uses most or all of these skills; hence, a complete mathematics program helps the student develop all of them.

GOALS

Students will:

1. Have the skills necessary for quantitative problem-solving. (A-1, 3, B-1, C, C-3, G, E)

2. Be able to use problem-solving skills and principles, and mathematical concepts in the areas of applied mathematics. (A-1, 3, B-1g, C-3, E)

3. Be able to discover and recognize patterns and relationships in mathematics, in nature, and in the application of mathematics. (A-1, 2, 3)

4. Recognize the influence mathematics has had on our culture, its significance to other fields, the logic of mathematical systems, and the impact, uses and limitations of computers and calculators. (A-1, 3, B-1g, D-3, E)

5. Have the knowledge, understandings and skills necessary for the development of a lifelong interest in mathematical processes and reasoning. (A-1, 3, B-1c, B-1g, C-3)

CURRICULUM CONTENT AND ORGANIZATION

Basic content of the program, kindergarten through pre-algebra, concentrates on developing skills and concepts in ten major areas:

- Number, numeration, use of numbers.
- Number sense, "friendliness" for numbers, "feeling" for numbers, elementary number theory.
- Use of variables as symbols, and other symbols in communicating ideas and stating relationships.
- Problem solving (development of problem-solving skills).
- Computation (efficient use of algorithms and use of mechanical and/or electronic aids).

- Applications (including, but not limited to, vocational survey courses and career cluster support).
- Geometry (relationships in plane and space as opposed to "formal" geometry dealing with proofs).
- Measurement (metric, SI, primarily).
- Estimation and approximation (awareness of "reasonable").
- Graphs, statistics, probability, prediction.

In the development of mathematical concepts two characteristics are common:

- Development begins at the concrete level (using manipulatives whenever possible) and moves gradually through a representative level to the abstract level.
- The problem-solving approach, sometimes utilizing guided discovery, is used extensively in the development of concepts and skills.

Organizational plans are geared to meeting learner needs, which tend to become more varied as the learners progress. Three groups with different needs are:

- Students who need additional work designed to further develop proficiency in the basic mathematical content.
- Students who are capable and also mathematically oriented, who need courses (beginning with algebra) which constitute the so-called "formal" mathematics sequence.
- Students who are capable but not mathematically inclined by interest or career. They need a wide range of mathematics courses which include basic mathematics, applications, mathematics related to career clusters, and specialized uses of mathematics (e.g., computer science). These are often needs of all students; hence, a quality program offers a variety of learning opportunities and provides for flexibility in meeting varied and changing student interests and needs.

INDICATORS OF A QUALITY PROGRAM

1. Teachers use a problem-solving approach in instruction.
2. Current written records about student progress in meeting program goals are available and should include a record of progress from one school level to the next (i.e., elementary to junior high, and junior high to senior high).
3. The program meets individual differences by:
   - Accommodating individual learning styles, levels, interests, needs, and pace within classes.

- Providing curriculum programs and appropriate materials for students who need special attention.

- Conducting appropriate programs for students who have (a) mathematical ability, (b) mathematical interest, and (c) future plans requiring extensive mathematics background.

- Providing appropriate programs for the capable but non-mathematically oriented students whose mathematical needs may require content, learning activities, and materials substantially different from a slower paced, formal mathematics sequence.

4. The subject is taught in a relevant context, including problems related to the "student world."

5. Instructional practices reflect the findings of nationally recognized authorities or groups in mathematics, and are consistent with learning theory.

6. The formal assessment program tests goals and objectives which are consistent with the district's mathematics program goals.

7. Students have the opportunity to experiment, observe, investigate, and generalize through a variety of activities.

8. Teaching strategies use an inductive approach and promote guided discovery. Many concepts are developed through activities by which a student may independently recognize the desired knowledge, rather than listing concepts and attempting to rationalize them through example.

9. Teaching strategies use a deductive process for the testing hypotheses and the analysis of structure.

10. Students are able to acquire calculator and computer literacy (i.e., working knowledge of at least one and understanding of the roles and limitations of both).

11. Assistance to students is available to maintain (or improve) minimum skills once they are learned.

12. Students have an opportunity to become familiar with the potential for careers in mathematics and allied fields.

Also, see indicators of quality applicable to all instructional programs listed on pages 1-2.

MUSIC EDUCATION

PURPOSE

Music education provides experiences through which students can fulfill a variety of personal and social needs. Students need to:

- Satisfy the fundamental need to create.
- Understand and communicate feelings and emotions that words alone cannot convey.
- Recognize and become sensitive to beauty.
- Develop cultural and aesthetic values, realizing the enduring qualities of music and its place in the world today.
- Maintain individual identity and a sense of personal worth.

Also, music enriches a student's life in leisure activities and social relationships, and provides the means to develop skill in performance.

GOALS

Students will:

1. Know the basic elements and structure of music. (A-3)
2. Be able to use notational systems. (A-3)
3. Be able to improvise and create music. (B-1)
4. Have skill in performing music. (C-3)
5. Know the implications of music in our society, with respect to music careers, its avocational and leisure uses and, as consumers, know about musical products. (C-3, E, A-2)
6. Demonstrate an interest in and sensitivity to ethnic music and the American musical heritage. (D-3)
7. Be aware of music as an avenue of communication for the exchange of feelings and emotions. (A-2)
8. Be more humane and sensitive toward people and the environment and have a more complete personality through emotional, intuitive and subjective responses to music. (A-2)
9. Have auditory-sensory perception and aesthetic responsiveness through guided listening and performing experiences. (A-3)

CURRICULUM CONTENT AND ORGANIZATION

A complete music program includes performing, listening to, creating, and studying about music at all grade levels.

Lasting understandings and attitudes are acquired sequentially as a result of many related experiences and encounters with the same core concept. At first the student has only a very hazy awareness of concepts involving rhythm or melody. Next come perceptions, then reinforcing experiences to test these early perceptions, and finally, growth and understanding until the student has developed mature concepts.

The basic activity in music education at all levels is listening. Every learning situation in music involves listening: matching a single pitch; discriminating between pitches; creating and improvising rhythms, melodies, harmonies, and movement to music; analyzing design or historical significance; improving performance skills. All music experiences contribute to the development of the student's listening skills.

Primary and Intermediate Grades:

Rhythm and melody are stressed in grades K-3. Major focus at the intermediate level is on rhythm, meolody, and harmony. Form, timbre, expressive qualities, and notational skills are also stressed. Musical development may be measured in part by the ability to perform certain musical tasks. Self-evaluation forms to measure musical tasks are available from the Department of Education.[1]

Junior High School:

Rhythm, melody, and harmony are also stressed in junior high music. Form, timbre, expressive qualities and notational skills, styles, history and literature, performance skills, and theory are also important. Many junior high students become keenly aware of certain styles or types of popular music, jazz, folk music, movie sound tracks, and stage music. Care must be exercised to maintain a balanced exposure to all styles and literature representative of previous historical periods, as well as those of the 20th century.

Balanced exposure is achieved through a strong, well-developed general music program, required of all 7th and/or 8th graders. This should encourage vocal and instrumental performance skills as well.

Not all high school performance skills are appropriate at the junior high level. Stage or dramatic productions, marching, and drilling groups, which tend to overtax immature voices and embouchures, are discouraged.

Five types of instruction are necessary for vocal and instrumental performing groups to encourage growth in musical knowledge and skill. These are large group, technique, sectional, solo, and ensemble instruction. Through this instruction students' attention is drawn toward production of tone, true intonation, diction, technical facility, balance and blend, and interpretation.

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[1] "Self-Evaluation Checklists for School Music Programs," Kindergarten, Primary (1-3), Intermediate (4-6), and Elementary Administrator, and Choral (7-12) may be requested from the Music Specialist, Oregon Department of Education.

High School:

Large group instruction and music education are not synonymous, although performing groups are an integral part of any high school music program. Generally, curriculum and facilities should be built, and staff should be hired, with the idea that students need individual, small-group, and large-group instruction at the high school level.

The secondary school music program includes three types of instruction:

- Instruction for students beginning and improving performance skills in vocal and instrumental music.
- Instruction for students who are not skilled performers but who wish to study popular music, guitar, or other instruments for their own pleasure.
- Instruction for those (not necessarily performers in school organizations) who wish in-depth study of music structure, literature, and history.

A balanced program to meet these student needs should be maintained, regardless of school size. Mini-courses, cooperative and team teaching, the use of professional performers and composers, and aides are useful means for achieving program balance. Opportunity classes such as guitar, voice, keyboard, and laboratory classes in composing, arranging, improvising, conducting and electronic music, are exciting experiences for students.

INDICATORS OF QUALITY PROGRAMS

1. One full-time music specialist is provided for each three to four hundred elementary children in the general music program.
2. Each elementary child grades K-8 receives 90 to 100 minutes music instruction per week.
3. One full-time music teacher is provided for every 150 to 200 pupils enrolled in elective music courses, elementary and secondary. In addition, a second teacher or an aide is recommended for each class of 50 or more pupils.
4. All music teachers actively foster aesthetic sensitivity.
5. Instruction is provided for orchestral instruments in grades 4-12; band and vocal instruction is provided for students in grades 5 or 6 through 12.
6. All students in grades 9-21 are required to elect a minimum of one course in music or one of the other fine arts (i.e., visual arts, drama, or dance).

7. In grades 7 and 8 students take a minimum of 18 weeks of daily instruction in music. They may elect a full year of chorus, band, or orchestra, or topical mini-courses such as guitar, keyboard, or electronic music.

8. Most students wishing to schedule elective music classes are able to do so.

9. Students have an opportunity to perform in small ensembles in junior and senior high school.

10. The instrumental instruction facility is 40 by 50 feet, with a ceiling height of 14 to 18 feet, and has nonparallel surfaces. This will accommodate an 80-piece band or a 60-piece orchestra. Even with fewer performers, the dimensions cannot vary appreciably or acoustical problems are compounded.[2]

11. A music coordinator is appointed and allowed time from instructional duties to oversee the music program, K-12.

12. Students have an opportunity to become familiar with the potential for careers in music and allied fields.

Also, see indicators of quality applicable to all instructional programs listed on pages 1-2.

[2] "Sound Planning for Music Facilities," a pamphlet for use in planning music facilities, may be requested from the Music Specialist, Oregon Department of Education.

PERSONAL FINANCE

PURPOSE

Personal finance provides "planned instruction aimed at helping students develop the competencies needed to cope with financial concerns related to their life roles as consumers" (OAR 22-240 D, 7, d and OAR 22-D, 1, 6). Personal finance may be included in an educational program either as a special instructional program or as a planned component of two or more regular programs. The inter-program approach in planning, drawing upon the knowledge and expertise of more than one academic discipline, can provide a broader experience in cognitive, psychomotor and affective learning experiences.

The basic purpose of personal finance instruction is to develop each student's minimum competencies as a "consumer of goods and services" (OAR 22-240). District level curriculum goals and objectives, however, should exceed basic expectations and provide opportunities for each student to move beyond the survival level according to need and potential for achievement.

GOALS

Students will:

1. Have the knowledge, understanding and skills necessary to function responsibly in the interrelated roles of wage-earner and wage-spender. (C)
2. Possess the basic tools for reaching financial decisions which contribute to family stability and personal satisfaction. (E)
3. Possess the basic skills and knowledge necessary to plan the use of credit in terms of present and future needs and income. (E)
4. Be able to make wise decisions when purchasing goods and services. (E)
5. Be able to function as a responsible consumer in the marketplace. (E)

CURRICULUM CONTENT AND ORGANIZATION

Grades Kindergarten Through Eight:

Program planning for grades K-8 should provide for consumer education within the existing curriculum structure, incorporating activities which develop awareness and basic knowledge of consumer education.

In grades K-3, the program uses the basic skills of reading, writing, listening, computing and problem solving as a basis for introducing appropriate consumer education concepts. Emphasis is on money management, purchase of goods, including advertising, and consumer responsibility as related to students' immediate consumer needs and decisions.

Programs at grades 4-6 expand on consumer concepts emphasizing practical application to students' everyday consumer concerns. Further emphasis on computation and reading skills, with more incorporation of economic principles, is an integral part of classroom experiences.

At grades seven and eight, additional consumer concepts are introduced related to financial responsibility and money management. Instructional content begins to expand beyond the students' personal world. Identification of individual student achievement in consumer education and coordination with other programs assists in providing a continuum of learning between elementary programs and required courses at the secondary level.

Grades Nine Through Twelve:

Personal finance programs build on earlier instruction, giving students adequate preparation for their life roles as consumers of goods and services. All disciplines within the school are coordinated so as to include the essential learnings within required courses and to allow for planned repetition or expansion within other courses.

INDICATORS OF A QUALITY PROGRAM

1. Resources:

   - Reflect up-to-date, factual and relevant information.
   - Provide a variety of instructional resources.
   - Encourage incorporation of varied philosophies and points of view.

2. Learning experiences, resources, and activities promote accomplishment of district and program level instructional goals.

3. All disciplines in the instructional program are involved in planning in order to eliminate omissions or unplanned repetition of instruction.

4. Out-of-school experiences are an integral, correlated part of the instructional process.

5. Assessment of students' needs is reflected in program development and/or revision.

6. Evaluation is correlated to program goals and provides for diagnosis of individual student weaknesses and strengths, thereby providing for individual differences.

Also, see indicators of quality applicable to all instructional programs listed on pages 1-2.

PHYSICAL EDUCATION

PURPOSE

Physical education helps each student become a harmoniously integrated individual--mentally, physically, socially, and emotionally. It enables the individual to build and maintain physical powers, skills, and understandings necessary for optimum neuromuscular development.

As a carefully planned sequence of learning experiences, it fulfills the growth, development, and behavior needs of each student.

GOALS

Students will:

1. Understand that personal physical development in organic vigor, normal symmetrical growth, posture, strength, endurance, power, speed, agility, balance, flexibility, and relaxation is necessary for the body to function at an efficient level. (A-1, B-1, E-1)

2. Understand the relationship between proficiency in movement skills including basic body movement, economic use of motion, specialized activity skills, safety skills, and recreational skills, and have the ability to effectively coordinate the body. (A-1, C-3, E-1)

3. Understand, interpret and apply essential information for the performance of movement skills that include, scientific and mechanical principles; rules and strategies; spectator conduct; consumer and economic principles; and safety factors. (A-2, B-1, E-1)

4. Have an understanding, appreciation and a cultural awareness of the mores, aesthetics, natural environment and historical significance, of physical activity. (A-3, C-1, C-3, D-3, E-1)

5. Know how to effectively use leisure time to maintain physical and mental health; have positive habits and attitudes; know how to properly use facilities. (A-1, A-2, A-3, C-1, C-3, D-1, D-2, E-1, F-1)

6. Understand appropriate individual behavior is a contributing factor to harmonious group interaction. (A-1, A-2, A-3, B-1, C-2, D-1, D-2, D-3, E-1, F-1)

CURRICULUM CONTENT AND ORGANIZATION[1]

Grades Kindergarten Through Six:

The K-6 program emphasizes basic skills of movement, physical fitness, and the fundamental physical competencies needed to meet the individual learner needs.

Grades Seven Through Nine:

The instructional program in grades 7-9 reviews fundamental movement, skills, physical fitness, and concentrates on group and team activities.

Grades Ten Through Twelve:

The curricular experiences in physical education culminate in the grades 10-14. Most young people complete their formal education at this time. Therefore, it is imperative to emphasize individual skills and lifetime recreational sports activity. These experiences reinforce the development of behaviors, attitudes, appreciations, and understandings required for effective human relationships. There is opportunity for elective learning experiences within the required program. Satisfying and successful experiences in physical education develop in the individual a desire to participate regularly in activity throughout life.

INDICATORS OF A QUALITY PROGRAM

1. Instruction reflects a written K-12 planned course of study including a statement of philosophy, program goals, and sequenced competencies with appropriate performance indicators developed to meet student needs.[1]

2. Current written records of student progress in meeting program goals are available.

3. Curriculum provides balanced learning activities and opportunities to improve sequentially basic physical skills (K-14).

4. Special instruction is provided for students who need individual attention (i.e., adaptive programs).

5. School and community resources are coordinated and planned to serve better the needs of students and adults in the community.

6. Elective program offerings are provided outside the required curriculum.

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[1] See Oregon Department of Education Handbook, Physical Education In Oregon Public Schools, K-14, 1975; Oregon Association for Health, Physical Education and Recreation Guidelines, Physical Education, 1974; the Tri-County Course Goals Project--Physical Education, K-12, 1974; and the Oregon Department of Education Oregon Graduation Requirements, 1974.

7. Intramurals and recreational activities are provided to encourage student participation in separate and coeducational sports and games.

8. Athletic programs provide contests for teams or individuals who are trained and coached to participate in events with similar teams or individuals from other schools within an identified geographical area.

9. Sudents have an opportunity to become familiar with the potential for careers in physical education and allied fields.

Also, see indicators of quality applicable to all instructional programs listed on pages 1-2.

SCIENCE

PURPOSE

Science education is those related activities that help students understand the conceptual structure and processes of science and thus be able to interpret scientific information and understand the role of science and its applications and limitations within society.

GOALS[1]

Students will:

1. Value science as a way of learning and communicating about self, others, and the environment.
2. Use scientific problem-solving and inquiry processes.
3. Use the conventional language, instruments, and operations of science.
4. Know significant scientific assumptions, theories, principles, laws, facts, and their cultural and historical contexts.
5. Use scientific knowledge, processes, and conventions to clarify values, examine issues, solve personal and social problems, and satisfy personal curiosity.
6. Relate science learnings to the planning and fulfilling of personal, social, and career life roles.
7. Value science for its aesthetic contributions to the individual's continuing personal experience.
8. Initiate personally novel ideas related to science.
9. Be confident of their right to develop, hold, or express conventional or unusual ideas related to science.

CURRICULUM CONTENT AND ORGANIZATION

Processes:

The objectives for measuring progress and the level of student achievement should be based on one or more of the following processes:

a. Observing
b. Classifying
c. Inferring
d. Predicting
e. Measuring
f. Communicating
g. Interpreting Data
h. Making Operational Definition
i. Formulating Questions and Hypothesis
j. Experimenting
k. Formulating Models

[1] Adapted from the goals of the Tri-County Goal Development Project.

These processes include the majority of student activities that are appropriate for K-12 school experiences.

For each process there are different levels of difficulty based on the age and ability of each student.

Concepts:

In addition each process can be developed under the five major concepts identified for the K-12 natural science curriculum:

a. Diversity

The vast number of observable natural phenomena display a wide variety of similarities and differences.

b. Change

Our environment, living and nonliving, microscopic and macroscopic, is constantly undergoing change.

c. Interaction

The interaction of living and nonliving matter in an environment, and the resulting energy change, determine the nature of the environment.

d. Organization

Systematic relationships exist in natural phenomena. Systems within systems comprise the universe.

e. Limitation

Natural phenomena are limited by the fundamental nature of matter and energy. There is an overall tendency toward equilibrium in an environment.

The appropriate concept and process groupings for each of the major disciplines of science (biological, physical, and earth science) for a K-12 program are:

	K-1	2-4	5-8	9-12
Biological Sciences:				
• Concepts	a, b, d, e	a-e	a-e	a-e
• Processes	a-f	a-k	a-k	a-k
Physical Sciences:				
• Concepts	a, c, e	a-c	a-e	a-e
• Processes	a-f	a-k	a-k	a-k
Earth Sciences:				
• Concepts	a, b, d, e	a-e	a-e	a-e
• Processes	a-f	a-k	a-k	a-k

Recommended Time Allotments for Science K-12:

- Kindergarten: a minimum of 20 minutes three days a week.
- Grade One: a minimum of 20 minutes, five days a week.
- Grades Two Through Four: a minimum of 30 minutes, five days a week.
- Grades Five Through Eight: a minimum of 40 minutes, five days a week.
- Grades Nine Through Twelve: a minimum of 55 minutes, five days a week for one academic year (or its equivalent) in the form of mini-course offerings or other science program studies design. In any event, the minimum learner requirement must be compatible with the Oregon Minimum Graduation Requirements.

INDICATORS OF A QUALITY PROGRAM

1. Each student has an opportunity for many science experiences every year.
2. Science is taught as a unified discipline, integrated and/or coordinated with other disciplines, such as mathematics, social science, economics, political science, and others.
3. The program includes environmental education that interrelates natural phenomena, environmental influences, economic considerations, and science and technology and their social implications.
4. Emphasis is placed on science processes, conceptual schemes, values, and sensitivity by examining real life problems.
5. Instructional materials are used to facilitate inquiry, rather than to replace laboratory experiences. The uses of recorded material (other media as well as printed material) should be integral parts of, and dependent upon, laboratory experiences.
6. The K-12 science curriculum is organized in a context of human values and social dilemmas so that it will be responsive to the well being of the learners.
7. Students have an opportunity for investigative activities involving open inquiry and first-hand experience with physical and living things in a variety of settings (e.g., laboratory, field work, library).
8. The program fosters a liking for science in general and for independent investigation in particular.
9. The K-12 science program is student-centered, sequential, and structured to enable students to pursue topics of their choice in depth.
10. There is a sound rationale for the organization of content and learning experiences; the organization provides for flexibility consistent with the structure of science and with the nature of the students for whom it is intended.
11. The program does not overwhelm the student with masses of knowledge.

12. The program provides opportunities for students to work individually and as members of various-size groups.

13. Students have an opportunity to become familiar with the potential for careers in science and allied fields.

Also, see indicators of quality applicable to all instructional programs listed on pages 1-2.

SOCIAL STUDIES

PURPOSE

Social studies education is concerned with enhancement of human dignity through learning and commitment to rational processes as principal means of attaining that end. Although this dual purpose is shared with other curricular areas, it clearly directs the particular purposes and the guidelines for social studies education.

Human dignity means equal access to the rights and responsibilities associated with membership in a culture. In American culture human dignity has long included ideas such as due process of law, social and economic justice, democratic decision making, free speech, and religious freedom. Current use of the term has expanded beyond its political and economic connotations to include self-respect and group identity. The idea of human dignity is dynamic and complex, and its definition likely to vary according to time and place. The essential meaning, however, remains unchanged: each person should have opportunity to know, to choose, and to act.

Rational processes refer to any systematic intellectual efforts to generate, validate, or apply knowledge. They subsume both the logical and empirical modes of knowing as well as strategies for evaluating and decision making. Rationality denotes a critical and questioning approach to knowledge but also implies a need for discovering, proposing, and creating; the rational individual doubts but also believes. The ultimate power of rational processes resides in the explicit recognition of each person's opportunity to decide for himself/herself in accord with the evidence available, the values he/she chooses, and the rules of logic. Therein lies the link between human dignity and the rational processes.

But without action, neither knowledge nor rational processes are of much consequence. This century has witnessed countless blatant violations of human dignity in the presence of supposedly well-educated populaces. It has been frequently asserted that knowledge is power; however, the evidence that people who know what is true will do what is right is scarcely overwhelming. Commitment to human dignity must put the power of knowledge to use in the service of human kind. Whatever students of social studies learn should impel them to apply their knowledge, abilities, and commitments toward the improvement of the human condition.

As knowledge without action is impotent, so action without knowledge is reprehensible. Those who seek to resolve social issues without concomitant understanding tend not only to behave irresponsibly and erratically but in ways that damage their own future and the human condition. Therefore, knowledge, reason, commitment to human dignity, and action are to be regarded as complementary and inseparable.

GOALS

Students will:

1. Develop an awareness of self, reflect on their society's values and be able to develop and clarify a personal set of values. (A)

2. Understand generalizations, and interdisciplinary concepts drawn from the various social sciences including anthropology, economics, geography, history, political science, psychology, sociology, international affairs. (A, D)

3. Develop and practice a variety of intellectual skills appropriate to the social studies. (B-1, e and g)

4. Understand and respect individual and cultural differences and similarities. (D-3)

5. Be able to participate in societal activities as individuals and members of groups. (D-1 and 2)

CURRICULUM CONTENT AND ORGANIZATION

The following basic interdisciplinary concepts should be developed throughout the K-12 social studies program.

- Multiple causation
- Conflict-resolution
- Cooperation
- Social control
- Morality
- Change
- Difference
- Needs
- Interdependence
- Environment
- Power
- Scarcity
- Life Style
- Citizenship
- Equality-Inequality
- Rights and Responsibilities
- Culture
- Needs
- Decision-making and choice
- Dignity of man
- Industrialization-Urbanization
- Resources Religion
- Habitat-Occupance
- Technology

INDICATORS OF A QUALITY PROGRAM

1. The program has a well-defined statement of rationale.

2. Written program and course goals, as well as course outlines, are available to students (upper elementary through grade 12).

3. Evaluation procedures are arrived at and/or shared by the teacher and the pupils.

4. A variety of teaching/learning materials and resources is used including community and resource personnel.

5. A well-rounded library facility includes multi-ethnic, multi-cultural materials which are non-sexist and non-racist.

6. Students are encouraged to "model" what they are learning.

7. The teaching staff models provided for students mirror a multi-cultural, multi-ethnic society.

8. Students have an opportunity to become familiar with the potential for careers in the social sciences and allied fields.

Also, see indicators of quality applicable to all instructional programs listed on pages 1-2.

TRAFFIC SAFETY EDUCATION

PURPOSE

The major purpose of traffic safety education is to develop responsible citizens who will be personally concerned with practicing safe habits in each role that they experience in traffic. Nearly all students ultimately will participate in all of these traffic roles: pedestrian, bicyclist, motor vehicle passenger, and automobile driver. Additionally, many will choose to become active motorcyclists, operators of one or more types of off-road recreational vehicles, or will need supplemental instruction in the safe handling of recreational equipment that must be moved on the highways. A significant number will select vocations as professional drivers.

GOALS

Students will:

1. Be able to function as responsible citizens when participating in traffic as pedestrians. (A-2)
2. Be able to function as responsible citizens when driving a bicycle. (A-2)
3. Be able to function as responsible individuals when traveling as motor vehicle passengers. (A-2)
4. Be able to function as responsible individuals when operating an automobile. (D-1, 2)

CURRICULUM CONTENT AND ORGANIZATION

Grades Kindergarten Through Three:

In grades K-3, the program emphasizes safe behavior as a pedestrian, as a car and school bus passenger, and as a beginning bicyclist.

Grades Four Through Six:

The program in grades 4-6 emphasizes bicycle safety and reinforces concepts presented in the primary grades relative to pedestrian and motor vehicle passenger safety.

Grades Seven Through Nine:

In grades 7-9 the program:

- Provides a review of fundamental traffic safety education concepts taught in grades K-6;
- Allows for student electives pertaining to special interests such as snowmobiles, minibikes, and other off-road vehicles which may be operated legally by this age group;
- Provides for pre-driver education for all students in grade 9.

Grades Ten Through Twelve:

The program in grades 10-12:

- Provides automobile driver instruction for all students who desire to enroll. The course is based on locally developed competencies and performance indicators established at an adequate level to at least meet the requirements of OAR 54-005 to OAR 54-030;
- Allows for student electives identified for grades 7-9;
- Offers an additional elective in motorcycle operator instruction for graduates of the driver education program who meet the requirements of interest and compliance with applicable provisions of ORS Chapter 482.

INDICATORS OF A QUALITY PROGRAM

1. Traffic safety education content is taught in a context that is meaningful and enjoyable to the student.
2. All students in grades K-3 participate daily in an instructional program of not less than 20 minutes, with individual lessons correlated as appropriate with health education, language arts and social studies, mathematics and science, or music and art.
3. All students, grades 4-6, participate at least twice weekly in an interdisciplinary program which is planned to meet the objective for these grades.
4. All students, grades 7-8, participate at least weekly in an interdisciplinary program which is planned to meet the objectives for these grades.
5. All students, grade 9, participate at least once weekly for one semester (or equivalent mini-course) in an instructional program of not less than 40 minutes per meeting which provides pre-driver education.
6. All students, grades 10-12, have opportunity to elect driver education at the grade of their choice and to receive academic credit for successful completion.
7. Students who elect motorcycle rider instruction participate in an instructional program which is in substantial agreement with the current "Policies and Practices for Motorcycle Safety Education: On-Street Riders," published by the American Driver and Traffic Safety Education Association.
8. Students have an opportunity to become familiar with the potential for careers in traffic safety and allied fields.

Also, see indicators of quality applicable to all instructional programs listed on pages 1-2.

VOCATIONAL EDUCATION

Vocational education programs are structured to help students develop the skills, attitudes, and knowledge needed for either entry-level employment in a "family" of related occupations (clusters) or for other post-secondary educational alternatives, such as on-the-job training, advanced education in community colleges, apprenticeship, four-year college experiences.

Vocational education programs include:

- Cluster vocational programs which are based on the concept that occupations may be classified into logically related groups on the basis of identical or similar elements or characteristics. The curriculum of these cluster type vocational programs is structured around common competencies. Criteria for program development depends on such factors as employment opportunities and numbers employed.

- Specific vocational programs which relate more to certain occupational areas such as dental assistant or small engine mechanic.

In either type program, state criteria are used to determine approval by the Department of Education when federal vocational funds are used for program support and development. See Appendix C for a listing of these criteria.

Vocational programs stress the need for actual on-the-job experience through planned work experiences related to in-school study. Vocational education also provides for the development of leadership qualities which will help students satisfy the attitudinal requirements of being productive, fulfilled employers and become leaders in their career areas. Vocational student organizations are considered essential components of most vocational education programs. Emphasis in vocational education is also placed on meeting the needs of special students including those who may be socially, culturally, or economically disadvantaged and those who may be handicapped.

The major vocational cluster programs are illustrated in the following sections. In addition to the indicators of quality given for each vocational cluster area, see Appendix C for information about program assurances.

ACCOUNTING

PURPOSE

The accounting curriculum at the secondary level is designed to equip students with skills, knowledge, and attitudes which will enable them to enter careers or continue their education and training in this professional field.

GOALS

Students will:

1. Know and be able to apply generally accepted accounting principles and practices.
2. Know and be able to apply business principles to the solution of business related problems.
3. Know and be able to apply the skills of, and reflect the attitudes required for, entry-level employment in bookkeeping and accounting occupations.
4. Be able to evaluate opportunities for employment and training in terms of personal capabilities.
5. Be able to perform general bookkeeping and accounting tasks.
6. Be able to use skills and competencies necessary for future training.
7. Know and demonstrate personal and social behavior needed for career success in the accounting profession.
8. Know the basic functions of the accounting profession and associated careers.

CURRICULUM CONTENT AND ORGANIZATION

Occupational exploratory experiences in grades seven through ten are of prime importance to students developing career goals and plans. Courses in general business, business English, mathematics, and science provide valuable experiences leading to the accounting cluster in grades 11 and 12. Certain learning experiences should be conducted in a flexible lab situation to provide extended time for special projects. Subjects and courses which provide special and related competency development include:

- Bookeeping-Accounting
- Laboratory Experiences
- Business and Office Machines
- Business Mathematics
- Data Processing and Computer Technology
- Typewriting
- Business Communications

INDICATORS OF A QUALITY PROGRAM

1. An advisory committee of persons in accounting is actively involved in planning and evaluation.
2. The program includes at least two hours of instruction in specialty courses approved by the Department of Education.
3. The teacher-coordinator for this program is vocationally approved.
4. There is an active vocational student organization integrated into this program.
5. Curriculum is based on current business practices and methods.
6. Cooperative work experience is a part of the cluster.
7. A written plan for program improvement and updating is on file.
8. Students are encouraged to effectively apply the basic skills of listening, speaking, reading and writing as applicable to the program subject matter.

AGRICULTURE

PURPOSE

The agriculture curriculum at the secondary level is designed to teach the skills, knowledge and attitudes to prepare students for entry-level employment or advanced training in an agricultural occupation.

GOALS

Students will:

1. Know and be able to demonstrate the skills, attitudes and knowledge required for entry-level employment in production agriculture occupations.
2. Know and be able to demonstrate the skills, attitudes and knowledge required for entry-level employment in off-farm agriculture occupations.
3. Be able to evaluate opportunities for employment and training in production agriculture occupations.
4. Be able to evaluate opportunities for employment and training in off-farm agriculture occupations.
5. Be able to apply the skills necessary to obtain satisfactory employment in an agricultural occupation.

CURRICULUM CONTENT AND ORGANIZATION

The agriculture cluster, integrated with youth leadership activities (e.g., Future Farmers of America), is designed to provide the skills and knowledge common to both production and off-farm agricultural occupations. The areas of instruction are animal science, soil science, plant science, agricultural mechanics, agricultural business management and leadership and personal development. Specialization in specific areas is provided through advanced courses (11th and 12th grade) and/or supervised occupational experience programs. Agricultural cluster programs are generally a three- or four-year program which emphasize common skills and knowledge the first two years and specialize the last one or two years. Emphasis is placed on supervised occupational experience for both productive projects and work experience programs.

INDICATORS OF A QUALITY PROGRAM

1. A summer program plan has been developed and approved.
2. Extended contracts exist for vocational agriculture instructors.

3. The class size is 25 students or fewer for 9th and 10th grades and 20 or fewer for 11th and 12th grades.

4. An agriculture advisory committee meets regularly with a planned agenda.

5. There are written curriculum, course outlines, and course content that are relevant to the needed occupational competencies.

6. Instruction is based on the six major competency areas of agriculture (animal science, plant science, soil science, agriculture mechanics, agriculture business management and agriculture leadership).

7. "Hands-on" types of learning experiences are used.

8. A core curriculum, basic to all agricultural occupations, is provided for 9th and 10th grade students.

9. There are written training agreements for students in work experience programs.

10. Agriculture students have the opportunity to participate in occupational experience (supervised projects, work experience, cooperative, general and exploratory simulated experience in laboratory or on land laboratory).

11. The youth organization, Future Farmers of America, is an integral part of the agriculture curriculum.

12. Eighty percent of the agriculture students are members of the youth organization.

13. Appropriate field trips are used.

14. Community resources are used in the agriculture program.

15. Students are encouraged to apply the basic skills of listening, speaking, reading and writing as applicable to the program subject matter.

BUILDING CONSTRUCTION

PURPOSE

The construction curriculum at the secondary school level is designed to prepare students with skills, knowledge, and attitudes related to a variety of occupations found within the construction industry.

GOALS

Students will:

1. Possess the skills, knowledge, and attitudes required for entry-level employment in the construction industry or advanced education and training in their occupational choice.
2. Possess a knowledge of employment opportunities in the construction industry and sources of employment information.
3. Be able to apply the skills required in applying for and gaining employment.
4. Be able to apply the skills, knowledge, and attitudes related to various aspects of the construction industry including basic communication skills, basic construction materials, use of basic construction tools, and basic construction layout, fabrication and finishing techniques.
5. Show a safety consciousness in their work habits and recognize specific hazards associated with the construction occupations.
6. Be able to identify the interdependent relationship between various construction occupations.
7. Know the influence that labor, management and professional organizations within the construction industry have had on individuals and the industry as a whole.
8. Know the basic economics involved in maintaining a successful construction industry and the role that each participant contributes toward maintaining a successful business.
9. Value the industry, fellow workers and the community in a manner that contributes to successful, progressive advancement within the occupation.

CURRICULUM CONTENT AND ORGANIZATION

The construction curriculum at the secondary level is developed in harmony with the Oregon career education concept. Initial instruction at the secondary level is an introduction to many construction occupational materials, processes, and techniques; this is followed by specialization within the construction cluster. The core of the construction cluster instructional program is the common knowledge and skills between the key construction occupations as listed in the Building Construction; Occupational Cluster Guide.* The key occupations

*Oregon Department of Education, 1972.

are carpenter, iron worker, trowel trades, pipe trades, painter, roofer, and floor coverings. The construction cluster program is designed as a two-year program with a provision for cooperative work experience during the senior year.

INDICATORS OF A QUALITY PROGRAM

1. The program offers sufficient learning activities to adequately emphasize the common competencies and those related to specific occupations.
2. Learning activities (including projects) reflect current construction materials, processes and techniques.
3. The Vocational Industrial Clubs of America (VICA) activities are integrated into the curriculum.
4. Provision is made for annual program assessment and planning, using the state developed assessment and planning manual, or other comparative materials and procedures.
5. Facilities and equipment reflect current construction industry standards.
6. Student achievement is recorded in performance terms and becomes a part of the student's school records.
7. Cooperative work experience is closely related to the construction curriculum and occupational goals and is available to all cluster students.
8. Class size is determined on the basis of curriculum objectives, learning activities, size of facility, and instructional staff.
9. Students are enrolled in the construction cluster program on the basis of identified career goals arrived at through a combination of exploratory experiences, guidance and counseling.
10. Liaison is maintained with the construction industry in the community.
11. Students are encouraged to apply the basic skills of listening, speaking, reading and writing as applicable to the program subject matter.

CLERICAL

PURPOSE

The clerical cluster has been designed and structured for the student whose interests lie in the field of general office training, clerk typist, receptionist, file clerk, key punch operator, and other related occupations. It is intended to provide entry-level skills and competencies for employment following high school graduation as well as the basic skills for further specialization and training.

GOALS

Students will:

1. Possess the skills, attitudes and knowledge required for entry-level employment in general clerical occupations.

2. Possess the skills, attitudes and knowledge required for advanced career development in post-secondary training.

3. Be able to evaluate opportunities for employment and training in terms of personal interests and capabilities.

4. Be able to apply job search techniques.

5. Know and value the basic functions of office work and its place in the overall structure of business operation.

6. Know and manifest personal and social behavior necessary for career success.

7. Be able to apply the skills necessary to perform general clerical duties and functions in the office.

8. Be able to interpret data in relation to decision making and problem solving in office layout and flow of work.

CURRICULUM CONTENT AND ORGANIZATION

Occupational exploratory experiences in grades seven through ten are important to students developing career goals and plans. Courses in general business, business English, mathematics, and science provide valuable experiences leading to the general office training cluster. Occupational specialty courses in grades 11 and 12 are designed to develop skills and competencies needed for entry-level jobs in the clerical field. In addition to beginning courses in typewriting, record-keeping and office practice, sufficient time is needed for advanced training and further development of basic skills.

Individualized programs, simulations, and other innovative methods are a necessary part of the program. Major areas of study include the following:

- Typewriting
- Office and business machines
- Data processing
- Record keeping
- Office procedures and practice
- Office communications.

Well planned and supervised cooperative work experience provides excellent training opportunities.

INDICATORS OF A QUALITY PROGRAM

1. An advisory committee of persons in the clerical field is actively involved in planning and evaluation.

2. The program provides for at least two hours of instruction in the specialty courses as approved by the Department of Education.

3. The key teacher-coordinator for this program is vocationally approved.

4. There is an active vocational student organization integrated into this program.

5. Curriculum is based on current business practices and methods.

6. A written plan for program improvement and updating is on file.

7. Students are encouraged to apply the basic skills of listening, speaking, reading and writing as applicable to the program subject matter.

DIVERSIFIED OCCUPATIONS

PURPOSE

Diversified occupations is designed for students with an identified occupational interest who have no specific cluster or other vocational program available to them. The diversified occupations instructor, who also coordinates the work experience part of the program, is expected to provide an activity oriented, counseling based program of occupational education and related work experience on an individualized basis.

GOALS

Students will:

1. Be able to weigh their interests, aptitudes, abilities, and educational background in selecting a career area.
2. Know and be able to apply job search techniques.
3. Know the necessary elements for succeeding on the job.
4. Value safety as it relates to career areas.
5. Value continual learning both on and off the job.
6. Know the influence that labor unions have upon a career interest area.
7. Be able to analyze the organizational patterns of a business.
8. Be able to select alternative career goals as a means of dealing with unsuccessful fulfillment of established primary goals.

CURRICULUM CONTENT AND ORGANIZATION

All students in grades 11 and 12 enrolled in programs of diversified occupations should have a regularly scheduled class coupled with a related work experience. An organized plan shall exist for the purpose of providing:

- Related information pertaining to most employment.
- Individualized occupational information projects.
- Progressive and realistic work experience pertaining to the career interest of the student.
- Systematic occupational counseling given to each student.

Evidence should exist which is indicative of scheduling flexibility with respect to students being allowed the opportunity and encouraged to explore the local community occupational resources.

Evidence should exist which is indicative of resourcefulness and creativity by the instructor in providing necessary resources and individualized projects for students in diversified occupations.

Diversified occupations is a one-year program providing credit for both the class and related work experience.

INDICATORS OF A QUALITY PROGRAM

1. Existence of a functioning advisory committee.
2. A common class, which meets regularly, for diversified occupations students.
3. Information common to most employment is outlined and covered in the diversified occupations class.
4. Students entering the program have identified a specific occupational interest area.
5. Provision is made for students to pursue their occupational interest(s) in the diversified occupations class.
6. Most of the students are employed and work at jobs related to their occupational interest(s).
7. The instructor-coordinator of the diversified occupations program regularly visits students on their jobs.
8. Training agreements for each employed student are recorded at school.
9. There is evidence of a planned, sequential series of experiences for each student in work experience, possibly including training plans.
10. Students in diversified occupations are given regular individual occupational counseling as a part of their program.
11. The diversified occupations program is well publicized and promoted within the school and community.
12. Provision is made for a follow-up of graduates.
13. General diversified occupations program objectives are clearly stated and on record.
14. Specific measureable student objectives are clearly stated and on record.
15. Students are encouraged to apply the basic skills of listening, speaking, reading and writing as applicable to the program subject matter.

ELECTRICAL OCCUPATIONS

PURPOSE

The purpose of electrical occupations programs is to prepare students with the skills, knowledge, and attitudes related to a variety of activities within the electrical/electronic industry.

GOALS

Students will:

1. Know various career opportunities in the electrical field.
2. Be able to define and prepare plans for their future in the chosen electrical/electronics occupation.
3. Know and be able to use the common and basic tools and equipment employed by electronics/electrical workers.
4. Know the general common characteristics of electrical/electronic systems.
5. Be able to use various techniques and procedures to diagnose electrical/electronic systems.
6. Know and be able to apply safety factors in the use of materials and equipment.
7. Know and be able to apply the skills of first aid.
8. Know and be able to apply leadership skills needed in electrical/electronic occupations.

CURRICULUM CONTENT AND ORGANIZATION

The preparatory curriculum in the area of electrical occupations is tied to the competencies universally accepted as vital to employment and survival in the field. The subject matter progresses, from simple to complex, including basic job preparation, career development and occupational specialties. Students' occupational objectives are met by flexible programming and by individualizing instruction, and supported by allied courses in basic education, social and economic skills.

INDICATORS OF A QUALITY PROGRAM

1. General shop safety, safe working habits by individuals and a high level of safety consciousness are all discernible.

2. The program is advised and guided by an industrial advisory committee.

3. The instructor is vocationally certified through both experience and training.

4. Cooperative work experience program is a component of the program.

5. There is a five-year plan and evidence that the plan is being followed.

6. The curriculum is described in performance objectives.

7. Provision is made to recognize student goals and objectives and provide experience as required.

8. The Vocational Industrial Clubs of America (VICA) activities are integrated into the curriculum.

9. Students are encouraged to apply the basic skills of listening, speaking, reading and writing as applicable to the program subject matter.

FOOD SERVICE

PURPOSE

The food service cluster is designed to provide students with the skills, attitudes and knowledge necessary for entry-level employment or advanced training in a food service occupation.

GOALS

Students will:

1. Know and be able to apply the skills in human relationships and communication which contribute to success in working with employers and the public.
2. Know the scope of the food service industry.
3. Know and be able to apply skills in sanitation and safety practices as related to food service industry.
4. Know and be able to apply principles in food preparation and serving.
5. Know and be able to apply skills in food service management.
6. Know and be able to apply knowledge and skills required for entry-level employment or continuing education.

CURRICULUM CONTENT AND ORGANIZATION

The food service cluster program is a two period, two credit per year course and offers a one or two year sequence at the 11th and 12th grades. Content includes concepts and functions common to food service occupations in the areas of human relations and communications, sanitation and safety, preparation and serving foods, and management. Patterns of organization may vary according to local school needs, facilities and depth of program.

INDICATORS OF A QUALITY PROGRAM

1. An advisory committee assists in planning and keeping the program current with the world of work.
2. Certified personnel work together as a team.
3. Facilities, equipment and resources are available and comparable to those used in the world of work.
4. The curriculum reflects the activities of business and industry and allows opportunities for students to develop career interests and abiilities.

5. Work experience is a part of the educational program.

6. A guidance and counseling program helps students with personal career decisions.

7. Provisions are made for staff development.

8. A functioning vocational student organization is an integral part of the program.

9. A plan for evaluating student progress, placement and follow-up is maintained.

10. Students are encouraged to apply the basic skills of listening, speaking, reading and writing as applicable to the program subject matter.

FOREST PRODUCTS

PURPOSE

The forest products curriculum at the secondary school is designed to prepare students with skills, knowledge, and attitudes related to disciplines of managing and harvesting a forest, and the processing of the raw materials in a variety of manufacturing plants to obtain a diversity of products. As an educational program, it is the purpose of a forest products program to prepare students for successful employment and to provide industry with a safe and competent worker.

GOALS

Students will:

1. Possess the skills, attitudes and knowledge required for entry-level employment in a forest products occupation.
2. Possess the skills, attitudes, and knowledge for career development at the post-secondary level.
3. Be able to evaluate opportunities for employment in relation to self-interest and ability and to apply job search techniques.
4. Know basic economic relationships as they affect the role of citizen and worker.
5. Know and be able to apply safe working habits.
6. Know and be able to apply specific skills pertinent to entry level to the management, harvesting and processing of timber.
7. Know and be able to apply basic mathematics essential to forest products mensuration and inventory procedures.
8. Be able to practice effective human relationships in dealing with others and effectively communicate orally and in writing.

CURRICULUM CONTENT AND ORGANIZATION

The substance of preparatory curriculums in forest products is identified with the task analysis of the Forest Products Occupational Cluster Guide. The curriculum is project oriented, with a recommended core for both the one or two year program. Variances within the program reflect both the students' interests and objectives pertinent to the local industries.

INDICATORS OF A QUALITY PROGRAM

1. The program is project oriented.

2. The program offers a broad base of concepts and skills from a wide variety of key forest products occupations.

3. Cooperative work experience is an integral part of the program.

4. There is an active advisory committee and liaison is maintained with the local forest products industry.

5. Safety is infused into all components of the program.

6. Class size is limited to a reasonable amount of students to facilitate learning objectives and to provide proper safety.

7. Instructional material and equipment are current.

8. Curriculum objectives are specified in performance terms.

9. There is evidence of program planning based on analysis of evaluations and assessments.

10. The program provides for a vocational student organization.

11. Students are encouraged to apply the basic skills of listening, speaking, reading and writing as applicable to the program subject matter.

GRAPHIC COMMUNICATION

PURPOSE

The graphics curriculum at the secondary school level is designed to prepare students with skills, knowledge and attitudes related to a variety of occupations in the graphics industry.

GOALS

Students will:

1. Know a wide variety of career opportunities in graphic communication.
2. Know and be able to apply the principles of safety and safe working habits at their work stations.
3. Be able to perform entry-level skills in the field of design.
4. Be able to select and use the proper tools and equipment for image generation at the entry skill level.
5. Be able to read literal/symbolic information and apply this information to catalogs, manuals, charts, drawings and diagrams.
6. Know and be able to apply pre-production and production techniques.
7. Know and be able to apply binding, finishing and packaging techniques.
8. Know and be able to apply leadership skills in graphic occupations.

CURRICULUM CONTENT AND ORGANIZATION

The preparatory curriculum for graphic communication occupations comprises occupational and survival competencies which are accepted as vital to employment. The subject matter includes basic job preparation, career development and occupational specialties. The students' personal program objectives are met by individualizing instruction and supporting instruction through allied courses in basic education, social and economic skills.

INDICATORS OF A QUALITY PROGRAM

1. There is evidence of a general awareness of safety. Safe working habits are demonstrated.
2. The program is advised and guided by a program advisory committee.
3. The instructor is vocationally certified through both work experience and training.

4. There is a cooperative work experience program in effect.

5. There is a five-year plan in existence, and there is evidence that the plan is followed.

6. The curriculum is described in performance objectives.

7. Specific attention is given to basic computation and communication skills, and there is evidence of interdisciplinary activity.

8. Students' objectives are recognized and related activity is provided as necessary.

9. There is evidence that student leadership training is taking place, preferably through recognized vocational student organizations.

10. Students are encouraged to apply the basic skills of listening, speaking, reading and writing as applicable to the program subject matter.

HEALTH OCCUPATIONS EDUCATION

PURPOSE

Health occupations education is designed to prepare students with knowledge and skills for health occupations in the delivery of health care and services such as diagnosis, therapy, prevention, restoration, rehabilitation, and maintenance.

GOALS

Students will:

1. Be able to apply basic concepts in health-related subjects such as science, mathematics, and communications.
2. Be able to function effectively as a person and as a member of a health team.
3. Be able to communicate with patients, health team members, health facility administrators, and persons in the community, using appropriate methods and terminology.
4. Be able to perform personal and supportive health care tasks for patients of all ages, applying principles of prevention, therapy, and rehabilitation.
5. Know the various occupational roles in the total health industry.
6. Know and value the importance of professional and ethical behaviors of a health worker.
7. Be able to apply effective communications and the benefits of positive human relationships to self and others.
8. Know a basic vocabulary of medical terminology and common abbreviations used in the health industry.
9. Know the importance of asepsis and will be able to apply aseptic technique in all health services.
10. Know and be able to apply the knowledge and skills common to most health services.

CURRICULUM CONTENT AND ORGANIZATION

The curriculum is organized in a sequential manner and is based on competencies needed for employment in a single occupation or group of closely related occupations. Content is organized by such areas as body structure and function, microbes and disease, health team relations, patient relations, and health care skills. Programs vary from one to two years in length. To become well oriented to the broad scope of career opportunities in the health field, provision is made for students to explore several health occupations related to their occupational objective.

INDICATORS OF A QUALITY PROGRAM

1. The instructional program is based on analysis of key health occupations.
2. A variety of learning experiences are made available in the classroom, laboratory, and clinical settings.
3. Clinical experience is an integral part of the curriculum.
4. A representative occupational advisory committee is active.
5. All student activities and experiences are planned, coordinated, and supervised by qualified health occupations personnel.
6. Contractual agreements have been negotiated and signed between the local educational agency and clinical and/or community facilities where students are involved in learning experiences.
7. Performance objectives are developed for all areas of the instructional program.
8. Instructional and supporting facilities and services resources are sufficient in quality and quantity to meet instructional objectives.
9. Instructor-student ratio facilitates the achievement of objectives.
10. Adequate student and program records are maintained.
11. A long-range plan exists which reflects program developments as a continuous process.
12. There is provision for periodic evaluation and/or assessment of the program.
13. Vocational guidance and placement services are available.
14. Program is related to other supporting disciplines.
15. Students are encouraged to apply the basic skills of listening, speaking, reading and writing as applicable to the program subject matter.

INDUSTRIAL MECHANICS

PURPOSE

The industrial mechanics cluster curriculum at the secondary level provides opportunities for students to acquire mechanical skills and knowledge necessary for initial employment or additional training. Experiences in the program help develop each student's job attitude. Each program develops and supports student leadership training for all students.

GOALS

Students will:

1. Know the various job opportunities in industrial mechanics and related occupations.

2. Be able to define, defend, and plan for their future in the chosen mechanic occupation.

3. Know and be able to use the common and basic tools, equipment, and machinery used by industrial mechanics.

4. Know the general characteristics of basic industrial mechanic systems such as, but not limited to, mechanical systems, electrical systems, and hydraulic systems.

5. Know and be able to apply safety factors in the use of materials and demonstrate competencies in personal safety and first aid, proper material safety and use, and proper equipment safety and use.

6. Know and be able to apply the basic skills of first aid.

7. Know and be able to apply leadership skills needed in mechanical occupations.

8. Be able to use various techniques and procedures used to diagnose mechanical systems.

CURRICULUM CONTENT AND ORGANIZATION

The basis of preparatory curriculums in schools offering industrial mechanics cluster programs is outlined in the curriculum guide for this cluster. The curriculum is developed from job and task analyses verified by state ad hoc lay advisory committees in each of the identified key occupations in mechanics. Local educational agencies use curriculum development materials funished by the Department of Education and other resources to initiate a program which progresses from simple to complex as identified by the unit teacher, school administration, and advisory committees. Group and individual students' occupational objectives are met by individualizing instruction and by providing allied supporting courses, work experience, and leadership experiences to all students.

Industrial mechanic programs must meet basic criteria. Programs vary in length from one to four years and vary in duration from 80 to 120 minutes daily.

INDICATORS OF A QUALITY PROGRAM

1. The program provides vocational instruction and leadership skills common to several mechanic occupations.

2. The class time in the 11th and 12th grades is equal to 120 minutes per day.

3. The instructor is qualified both in trade experience (skills and knowledge) and teaching methods.

4. The program is reviewed regularly by a lay advisory committee approved by the local board of education.

5. There is a long-range plan which outlines program development.

6. Planned supervised work experience is available to those students ready for this level of training. Equipment and mechanical systems that parallel the real working world are used. The student/teacher ratio and shop size/number of work stations is conducive to achieving curriculum objectives.

7. Student leadership experiences for all students are an everyday part of the ongoing mechanic program.

8. The instructor attends in-service training in current mechanic practices and teaching methods.

9. Safety education is incorporated into the curriculum.

10. Guidance, counseling, and placement and follow-up services are offered to students.

11. A regular program of assessment and evaluation is carried out.

12. Students are encouraged to apply the basic skills of listening, speaking, reading and writing as applicable to the program subject matter.

MARKETING AND DISTRIBUTIVE EDUCATION

PURPOSE

The marketing and distributive education curriculum at the secondary school is designed to equip students with skills, knowledge and attitudes related to the discipline of marketing and the field of distribution of goods and services.

GOALS

Students will:

1. Possess the skills, attitudes and knowledge required for entry-level employment in a distributive occupation.

2. Possess the skills, attitudes and knowledge required for more advanced career development in secondary school and in other post-secondary alternatives.

3. Be able to evaluate opportunities for employment and training in terms of personal interests and capabilities.

4. Know and be able to apply job search techniques.

5. Know the basic economic relationships which affect them as citizens and workers in a competitive economic environment.

6. Be able to interpret data in relation to decision making and problem solving in management aspects of marketing at the middle level or lower management level.

7. Know and be able to practice leadership in fulfilling occupational, social, and civic responsibilities.

8. Know the purpose and interrelationships of the various institutions engaged in distribution.

CURRICULUM CONTENT AND ORGANIZATION

The substance of preparatory curriculums in marketing and distributive education is identified with the universal competencies needed for employment in distributive occupations. Subject matter progresses in depth and complexity from basic job preparation to career development and on to job specialization. Variances within the program relfect students' occupational objectives. Marketing represents the basic core of instruction. The core discipline is supported by social skills. Basic marketing research and management are examples of common subject matter content in the curriculum area. Programs vary in length from one to two years.

INDICATORS OF A QUALITY PROGRAM

1. The program offers a broad base of concepts based on a wide variety of key marketing occupations.

2. The program provides an abundance of laboratory experiences to support academic learning with "learning by doing."

3. The Distributive Education Clubs of America (DECA) activities are integrated into the curriculum.

4. The program incorporates projects which are related to the real business community.

5. Students are encouraged to participate in cooperative work experience as part of the program.

6. Cooperative work experience is closely related to the school curriculum and to the students' occupational interests.

7. Liaison is maintained with business and industry in the community.

8. Provision is made for identifying specific career interests of students within marketing when appropriate.

9. Adequate performance records of students are maintained.

10. Class size is limited to a feasible number of students to facilitate the achievement of curriculum objectives.

11. Curriculum objectives are laid out in performance terms.

12. There is evidence of program planning based on analysis of evaluations and assessments.

13. Ten instructional hours per week are devoted to the instructional program.

14. Long-range program level planning is systematically carried out.

15. Students are encouraged to apply the basic skills of listening, speaking, reading and writing as applicable to the program subject matter.

METALS

PURPOSE

The metals curriculum at the secondary school level is designed to prepare students with skills, knowledge, and attitudes related to a variety of metal working occupations.

GOALS

Students will:

1. Possess the skills, knowledge, and attitudes required for entry-level employment in the metal working industry or advanced education and training in their occupational choice.

2. Know the various employment opportunities in the metals industry and sources of employment information.

3. Possess the skills required in applying for and gaining employment.

4. Be able to apply the skills, knowledge, and attitudes related to various aspects of the metals industry including communication skills, knowledge of materials, skill in use of basic metal working machines and tools, and knowledge and skill in basic metal working layout, fabrication and finishing techniques.

5. Be safety conscious in their work habits and recognize specific hazards associated with the metal working occupations.

6. Know the influence that labor, management and professional organizations within the metals industry have had on individuals and the industry as a whole.

7. Know the basic economics involved in maintaining a successful metals industry and the role that each participant contributes toward maintaining a successful business.

8. Value the industry, fellow workers and the community that contribute to successful, progressive advancement within the occupation.

CURRICULUM CONTENT AND ORGANIZATION

The metals curriculum at the secondary level is developed in harmony with the Oregon career education concept. Initial instruction at the secondary level is an introduction to many metal working occupations, materials, and processes; this is followed by more specialized instruction in the metals cluster program at grades 11 and 12. The core of the instructional program is the common

knowledge and skills for the key occupations identified in the Metals Occupational Cluster Guide. The key occupations are machinist, welder, sheet metal worker, general foundry man, auto body man. The metals cluster program is designed as a two-year curriculum with a provision for cooperative work experience during the school year.

INDICATORS OF A QUALITY PROGRAM

1. The program offers learning activities to adequately emphasize the common competencies in addition to those related to specific occupations.

2. Learning activities (including projects) reflect current industrial materials, processes and techniques.

3. Vocational Industrial Clubs of America (VICA) activities are integrated into the curriculum.

4. Provision is made for annual program assessment and planning, using the state developed assessment and planning manual, or other comparable materials and procedures.

5. Facilities and equipment reflect current industry standards.

6. Student achievement is recorded in performance terms and becomes a part of his school records.

7. Cooperative work experience is closely related to the metals curriculum and students' occupational goals, and is available to all cluster students.

8. Class size is determined on the basis of curriculum objectives, learning activities, size of facility, and instructional staff.

9. Students are enrolled in the metals cluster program on the basis of identified career goals arrived at through a combination of exploratory experiences, and guidance and counseling.

10. Liaison is maintained with the metals industry in the community.

11. Students are encouraged to apply the basic skills of listening, speaking, reading and writing as applicable to the program subject matter.

SERVICE OCCUPATIONS

PURPOSE

The service occupations program in the secondary schools gives the student an opportunity to gain appropriate skills, knowledge, attitudes and experiences which are essential to function effectively in the service occupational areas.

GOALS

Students will:

1. Possess the basic skills, attitudes and knowledge necessary to function in an entry-level service occupation.

2. Possess the basic skills, attitudes and knowledge to function effectively in an advanced post-secondary service occupations educational program.

3. Possess basic oral and written communications that are essential to service oriented occupations.

4. Know the various occupational roles in the field of service occupations.

5. Be able to conduct an effective job search.

CURRICULUM CONTENT AND ORGANIZATION

The curriculum was developed from a competency-based needs analysis for a group of closely related occupations. Four major components include social services, protective services, personal services and educational services. Programs are two years in length with the first year providing basic core instruction covering the four above components and the second year addressing specific career development. Cooperative work experience is an integral part of the service occupations program.

INDICATORS OF A QUALITY PROGRAM

1. There is administrative commitment to and support for the service occupations program.

2. There is a long-range plan, which reflects program development as a continual process.

3. There are written provisions for program assessment and evaluation.

4. Provisions are made for the professional development of the instructional staff.

5. An advisory committee is used to plan, develop, operate, and evaluate the program.

6. Community resources are used in classroom instruction.

7. Counselors have sufficient time to assist the service program instructor.

8. Instruction is based upon common elements identified in key service occupations.

9. The program has a written course of study with measureable student competencies.

10. The course of study includes cooperative work experience.

11. An appropriate student organization is an integral part of the program.

12. Training plans have been developed for each cooperative work experience station.

13. The program prepares junior and senior level students for job entry and for post-secondary education.

14. Competency levels for each student have been established.

15. The instructional program allows each student to be exposed to a wide variety of occupations in the service area.

16. Training stations are utilized in relationship to the student's tentative career choice.

17. Students are encouraged to apply the basic skills of listening, speaking, reading and writing as applicable to the program subject matter.

STENO-SECRETARIAL

PURPOSE

The steno-secretarial occupational cluster is planned and structured to provide a logical and meaningful program for those students wishing to pursue careers in office occupations. The curriculum is based on manpower needs in Oregon and is designed to develop skills and competencies needed for entry-level jobs in the secretarial field.

Concentration in the secondary steno-secretarial cluster does not preclude college entrance if the student desires to pursue more specialized training in this area. In fact, many of the competencies gained in this program in high school will greatly benefit the student in further education.

GOALS

Students will:

1. Know the basic duties and responsibilities of the business and professional office.
2. Be able to perform the common tasks of the office as directed and assigned.
3. Be able to make decisions related to office layout and flow of work.
4. Know the basic principles and practices of communications as commonly used in business and office work.
5. Possess the skills and knowledge needed for entry-level jobs in the steno-secretarial field.
6. Possess personal habits and traits to function acceptably with fellow employees.
7. Be able to evaluate opportunities for employment and training in terms of personal interests and capabilities.
8. Possess skills and competencies acceptable to business and industry.
9. Know grooming practices and possess personal habits commensurate with business and office standards.

CURRICULUM CONTENT AND ORGANIZATION

Occupational exploratory experiences in grades seven through ten are important to students developing career goals and plans. Courses in general business, business English, mathematics, and science provide valuable experiences leading to secretarial training. Occupational specialty courses in grades 11 and 12 are designed to develop skills and competencies needed for entry-level jobs in the steno-secretarial field. In addition to beginning courses in typewriting, record keeping, and office practice, sufficient time is needed for advanced training and further development of basic skills. Individualized programs,

simulations, and other innovative methods are important and effective approaches to this career program. Major areas of study include the following.

- Typewriting
- Office and Business Machines
- Data Processing
- Record keeping
- Shorthand
- Office Procedures
- Business Communications.

Cooperative work experience provides excellent training opportunities when well planned and supervised.

INDICATORS OF A QUALITY PROGRAM

1. There is an advisory committee of persons in the steno-secretarial field.
2. The program provides for at least two hours of instruction in the specialty courses as approved by the Department of Education.
3. The key teacher-coordinator for this program is vocationally approved.
4. There is an active vocational student organization integrated into the program.
5. The curriculum is based on current business practices and methods.
6. There is a written plan for program improvement and updating.
7. Students are encouraged to apply the basic skills of listening, speaking, reading and writing as applicable to the program subject matter.

INTERPROGRAM STUDIES*

To meet certain objectives, some areas of study depend largely upon subject material and activities from more than one instructional program. These objectives usually spring from contemporary problems and concerns that require the combination of knowledge and investigative methods of several academic areas. Therefore these studies are not commonly identified as separate courses but are usually included as units or given special emphasis within one or more established instructional programs. Studies of some of the more common contemporary concerns that are best treated this way are described in this section.

*See Glossary for definition of "Interprogram Studies."

CAREER EDUCATION

Career education, as an integral part of the educational program, embraces the concept that each individual must learn to function effectively in the identified life roles.

Career education focuses on the producer role providing learning experiences to develop the attitudes, knowledge and skills that prepare an individual to perform successfully as a producer of goods and/or services and in related roles.

Career-centered instruction should be integrated throughout the elementary and secondary school experience and in every discipline. To coincide with student maturation, career education is experienced in various phases: awareness, exploration and preparation.

AWARENESS

PURPOSE

The central purpose of career awareness is to cultivate an awareness that people are involved in or affected by the world of work.

GOALS

Students will:

1. Possess an awareness of relevant factors to be considered in decision making and gaining experience in meaningful decision making in career selection.
2. Be familiar with occupational classifications and clusters.
3. Be able to explore key occupational areas and assess his or her own interests and abilities in relationship.
4. Be able to explore all aspects of the junior high curricula and select and enroll in areas of concern and interest within the framework of established educational requirements.
5. Be able to participate in experiences in concepts and skills in preparation for present and future career choices.
6. Be able to make tentative career choices and develop appropriate occupational plans.

CURRICULUM CONTENT AND ORGANIZATION

Career awareness activities can be integrated into every subject and grade level. Basic concepts are related to a framework of careers.

Parents, the doctor, pilot, butcher, baker, carpenter and others become subjects for reading materials, writing exercises, geography and history lessons.

INDICATORS OF A QUALITY PROGRAM

1. By the end of sixth grade, students are able to perform 75 percent of the student outcomes identified in the "State Guidelines for Career Awareness."
2. All teachers have evaluative objectives in their evaluation criteria, each year, which deal with career awareness as an instructional outcome.
3. A long-range plan exists and a listing of accomplishments based on the plan is filed in each school.
4. Every four years the school district conducts a career education assessment for the purpose of updating its career education five year plan.
5. Each professional staff member participates in a minimum of three clock hours of in-service in career education every three years.

EXPLORATION

PURPOSE

The exploration experience provides insights into individual interests, aptitudes and values, and common experiences in a multitude of career preparation areas; it also provides in-depth explorations in individual areas of interest.

GOALS

Students will:

1. Possess an awareness of relevant factors to be considered in decision making in career selection.
2. Be familiar with occupational classifications and clusters.
3. Be able to assess their interests and abilities in relationship to key occupational areas.
4. Be able to select and enroll in areas of concern and interest within the framework of established educational requirements of the junio high curriculum.
5. Be able to participate in experiences in concepts and skills in preparation for present and future career choices.

6. Be able to arrive at tentative career choices and develop appropriate occupational plans.

CURRICULUM CONTENT AND ORGANIZATION

Career exploration experiences build upon the individual awareness level of students using the whole instructional program via the classroom, laboratory and community setting. Content and organization provides:

1. Basic knowledge of economics as it affects work and living.
2. Self-understanding of occupational interests and aptitudes.
3. Basic knowledge of the occupational clustering process and the available clusters.
4. Understanding of, and first-hand experience with, the basic knowledge and skills common to each cluster.
5. Observation of, and on-site work experience in, occupations that represent the clusters or job families within the students' area of interests.

INDICATORS OF A QUALITY PROGRAM

1. A long-range plan exists for career exploration evaluation, planning, implementation and/or improvement and the district is current with projected timelines.
2. An individual has been given district-wide responsibility for coordinating the career exploration program.
3. The exploration program coordinates with the supporting career awareness experiences and subsequent preparation programs.
4. Student outcomes have been identified and appropriate exploratory experiences for individual interests and comprehension levels are a part of the instructional program of every grade level, 7 through 12, through designated subject disciplines.
5. Staff competencies essential to providing quality exploratory experiences have been identified and assessed, and appropriate in-service training has been planned and/or accomplished.
6. The overall program is designed to meet the career exploration goals previously listed.

PREPARATION

PURPOSE

The interdisciplinary aspect of career preparation is helping eleventh and twelfth grade students to relate concepts and skills of the various

curricular offerings to a chosen area of preparation--a merging of life roles preparation.

GOALS

Students will:

1. Develop the communication, mathematical, scientific and social knowledge and skills essential to obtaining employment and/or further education in a chosen occupational cluster or job family.
2. Meet the graduation requirements in areas of career development not encompassed within the available occupational cluster programs.

CURRICULUM CONTENT AND ORGANIZATION

Needed allied skills are found in each cluster instructional guide. Detailed planning among related instructional programs will discover additional student needs and serve as a basis for curriculum content and organization to meet individual graduation requirements.

INDICATORS OF A QUALITY PROGRAM

1. Identification of student outcomes for every course offering, specifying career development competencies.
2. Graduation requirements within the occupational clusters detail the skills and knowledges that can be most effectively acquired outside the cluster curriculum.
3. A system exists whereby students not enrolled in cluster programs can extract competencies and instructional hours from programs and courses to meet the graduation requirements in their chosen area of occupational preparation.
4. Staff competencies have been identified to provide students with broad career preparation; the staff has been assessed in competency development, and appropriate in-service has been planned/conducted.
5. Guidance and counseling services are provided to every student in career selection, preparation, and meeting graduation requirements.

ENVIRONMENTAL EDUCATION

PURPOSE

Environmental education is that part of the educational process which prepares people to make decisions and take actions which create and maintain optimal relationships between themselves and the environment which sustains them.

There is vital need for an international environmental ethic. The world has reached the point where attitudes and behavior of its citizens must reflect concern for, and understanding of, their relationships with both natural and human environments. It is education for survival.

GOALS

Students will:

1. Understand that the earth as an environment is composed of many smaller environments, each with its characteristic biological, physical, and cultural features.
2. Be able to act on the realization that energy from the sun is the basic source of energy for all life.
3. Recognize that organisms in any given environment are linked with an ecosystem and are part of the ongoing phenomena of the environment.
4. Know that the earth's resources are limited and must be managed to maintain the delicate balance necessary for continued human existence.
5. Understand that human values and attitudes concerning the environment are based on cultural, social, economic and political factors.
6. Demonstrate a willingness to accept responsibility and accountability for their impact on the environment.

CURRICULUM CONTENT AND ORGANIZATION

All K-12 students are provided learning opportunities in environmental education. The program in K-3 is an awareness program. Students learn about their own environment in the home, the classroom, the playground and the neighborhood. Opportunities are available for them to explore, touch, taste, feel, listen and look and to understand the interdependencies of all living things. Activities include growing plants, making terrariums and aquariums, and caring for pets. These develop understanding, self-respect, and acceptance of individual roles in maintaining a good environment in the classroom, school and playground.

The program in grades 4-6 expands on the awareness of the interrelationships and interdependencies of all living organisms. Opportunities are available for students to experience living-learning outside the school through visits

to urban and rural environments, and to accept responsibility for their improvement through an introduction to concerns of society related to waste disposal, pollution, and conservation of resources. During the fifth or sixth grade an actual outdoor living experience in the natural environment, if planned and followed up, provides students with depths of understanding and appreciation which increase their abilities to make wise decisions affecting the environment of the future.

Students from grade 7 through grade 12 have opportunities to investigate environmental issues at the local, state, national and international levels. Simulations and role playing are particularly valuable in helping them learn to work cooperatively in problem solving.

Visits to community council meetings, legislative hearings and environmental agency meetings when related issues are being discussed afford them opportunity to participate in meaningful ways. Films, television programs and speakers help provide the students with information that can be used for discussion and decision making in class activities, and help students recognize the economic, political and environmental implications for the future of the human race.

INDICATORS OF A QUALITY PROGRAM

1. The school district has a clearly stated philosophy of environmental education.
2. All students, grades K-12, in all instructional programs are given learning opportunities in environmental education.
3. The school district provides a wide variety of current instructional materials and media for both students and instructional staff.
4. Learning experiences are provided in both natural and human environments outside of the classroom. An extended opportunity for an outdoor living experience is provided for every student prior to the seventh or eighth grade.
5. Students are provided opportunities to participate in community environmental action programs.
6. Students are given experiences which involve aesthetic, cultural, and ethical concepts.
7. Students have the opportunity to learn how to distinguish between the unlimited wants of individuals and the limited resources available to satisfy those wants.
8. Students understand that they, as individuals, have an impact on their environment and accept their responsibility and accountability for its improvement or its deterioration.

MORAL AND ETHICAL VALUES[1]

PURPOSE

Every society, through insight and experience, has developed a system of moral and ethical values that fixes its collective sense of right and wrong, fair and foul, desirable and undesirable, moral and immoral. Its system of values forms the basis for mutual trust and respect among its members and enables the individual to know what to expect of others as well as to determine personal conduct.

Our society has traditionally placed responsibility for transmitting its mores and values upon the home, the church, and other social institutions, including the school. The responsibility of Oregon schools was firmly established in 1929 by enactment of ORS 336.067, which requires the schools to give special emphasis on instruction in ethics and morality. The school cannot escape its share of responsibility for moral and ethical teachings if it is to adequately perform its mission. Other teachings are of little merit unless the student has a system of worthwhile values. The learning of certain facts, concepts and skills makes a successful safecracker or a watch repairman, a self-seeker or a philanthropist. Personal values make the difference.

GOALS

Students will:

1. Be truthful and just in all relationships with others. (Honesty)[2]

2. Be polite and show consideration for the comfort and feelings of others. (Courtesy)

3. Respect duly constituted authority and control their actions in compliance with all laws; and know how to work through constructive channels to change laws with which they do not agree. (Obedience to law)

4. Understand the principles of freedom and duty which the flag symbolizes and observe proper etiquette toward it. (Respect for the national flag)

5. Know the principles and procedures embodied in the basic laws of the country and state and be loyal to them; understand that the national and state constitutions are guarantors of freedom and civil justice and the fundamental bases for representative self-government. (The Constitution of the United States and the Constitution of the State of Oregon)

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[1] These guidelines are included pursuant to a provision of ORS 336.067 that charges the Superintendent of Public Instruction to prepare an outline and suggestions to help schools meet the statutory requirement to give special emphasis on instruction in morality and ethics.

[2] Topics listed in ORS 336.067 on which special emphasis shall be given are indicated in parentheses after each goal.

6. Regard the home as a basic unit of our society, the unity and strength of which is essential to its well-being, and assume personal responsibility for contributing to the welfare of their own families. (Respect for parents and the home)

7. Be industrious, self-reliant and respect the dignity of honest and productive labor. (The dignity and necessity for honest labor)

8. Be kind toward all forms of animal life. (Humane treatment of animals)

9. Accept responsibility for their own decisions and actions. (Personal responsibility)

10. Respect the dignity and worth of every human being. (Human rights)

11. Know and understand the personal and property rights of other persons and not interfere, destroy nor encroach upon them. (Respect for the rights of others)

CURRICULUM CONTENT AND ORGANIZATION

The teaching of moral and ethical values is largely a matter of helping students acquire and cultivate skills in the process of valuing. Since the process is a creative and highly personal one, a curriculum for such instruction cannot be described in terms of sequential acquisition of knowledge, skills, and understandings as for most other areas of study. The content of instruction may be described as consisting of three major categories: teaching/learning process, example, and precept.

Teaching and learning processes that provide valuing experiences for students may be the most useful approach if used effectively. The approach uses strategies such as value-clarifying discussions, role playing, analysis of contrived incidents, clarifying responses, and open-ended questioning to provide opportunities for students to become proficient in the process of valuing. The approach requires a classroom climate in which students feel free to think logically and to express themselves. Opportunities are available to choose from among alternatives and to experience the results of choices.

The second part of teaching moral and ethical concepts and behavior has to do with teaching by illustration in the daily conduct of the classroom and school. The conduct of every school activity is a daily lesson on morality. The teacher's attitudes, concern for the feeling of students, his or her example as a responsible adult, the use of fair standards for evaluating students, the administration of calm and even-handed discipline, honesty and objectivity in presenting subject matter, and the rejection of cheating are all more eloquent lessons in morality and ethics than oral or written exercises on the theme.

The formation of moral and ethical concepts and behavior can also be influenced by the use of a planned program of activities to help students achieve the program's objectives. The following are a few examples of such activities that

can provide "lessons which tend to promote and develop an upright and desirable citizenry" (ORS 336.067):

- Opportunities for students to experience democracy through an extra-class activity program and through appropriate decision-making activities in the classroom.
- Social studies units on the state and national constitutions and legal systems, emphasizing the fundamental bases of our representative democracy, the process by which laws are enacted and the means by which they are enforced.
- Units of study on local and state government which encourage and help students find voluntary service opportunities in their community.
- Treatment of controversial issues in ways that help students systematically investigate and apply rational thought processes in arriving at decisions.
- Observance of national holidays and events of national and state significance by appropriate school exercises or classroom activities.
- Suitable displays of the United States flag and student pledges of allegiance at least weekly in the elementary grades and during assemblies, and on other appropriate occasions in the secondary school.
- Observance and care in the elementary classroom of animals.
- Career awareness and exploration that help students understand that all lines of socially productive work are honorable and contribute to the common good.

INDICATORS OF A QUALITY PROGRAM

1. Responsibility for instruction in ethics and morality is recognized in the school or district policies and in its statement of educational goals.
2. School administrative rules and practices reflect trust and fair-play in dealing with student problems.
3. The school's code of conduct and discipline clearly expresses the responsibilities and rights of students, including the students' right to due process procedures when charged with rule infractions.
4. The school's policies and expectations reflect respect for students' personal beliefs and convictions which emanate from parental or religious teachings.
5. Responsibility for moral and ethical development is reflected in job descriptions or other delineations of teaching duties.

6. Instructional methods, classroom environments and methods of school discipline are conducive to development of desirable moral and ethical values.

7. The school has a plan for continuous appraisal of its program including criteria of acceptable student moral and ethical behaviors and indicators used to determine program success.

8. There is meaningful involvement of students and teachers in the setting of student conduct expectations and in the evaluation of outcomes.

SPECIAL EDUCATION

PURPOSE

Special education is defined as carefully planned combinations of instructional strategies, educational management techniques, and specialized supportive services aimed at improving and strengthening the functioning levels of handicapped students.

Handicapped students includes all persons under 21 years of age who, because of mental, physical, emotional, or learning problems, require special programs to obtain the education of which they are capable. This group includes (but is not limited to) those categories that have traditionally been designated: mentally retarded, socially or emotionally maladjusted, emotionally handicapped, blind, partially sighted, deaf, hard of hearing, speech defective, physically handicapped or chronically ill, extreme learning problems, learning disabilities, or individuals who are pregnant.

Special education includes special instruction in, or in addition to, regular classes, special classes, special schools, special services, home instruction and hospital instruction.

The major purpose of special education is to restore the handicapped student to full participation in the regular school program without further special assistance where possible, or to minimize the handicap so that the student can function with as little special assistance as possible.

GOALS

Students will:

1. Be able to attain the educational goals which have been established for all children without further special education assistance by participating in the regular school program.
2. Be able to participate in the regular school program to the fullest extent possible with special education assistance. The extent of participation relates specifically to the individual handicapping condition.
3. Be able to accomplish an individually prescribed program designed on the basis of a comprehensive diagnosis of learning strengths and weaknesses.

CURRICULUM CONTENT AND ORGANIZATION

The curriculums developed for special education programs shall meet the guidelines outlined in all sections of this document.

The instructional program shall be designed to meet the unique educational needs of the child.

Each child shall have an educational diagnosis and assessment of learning strengths and weaknesses which generally consider physical and psychological needs and abilities. They shall result in an individually prescribed teaching program which is regularly reviewed, evaluated, and modified to provide for the child's educational growth and social/emotional development.

When designing curriculum content for handicapped children, local school personnel shall detemine on an individual basis the educational program that will be least restrictive for the child. The program should incorporate the adaptation of teaching methods and activities that are distinct and different from basic education. Instructional materials may include such items as supplementary books, pamphlets, and periodicals; sophisticated teaching devices; filmstrips and tapes; and recording and consumable laboratory equipment beyond normal requirements. As much as possible the program should provide for the use of pertinent existing educational and community resources. A variety of program alternatives must be available to serve the child.

INDICATORS OF A QUALITY PROGRAM

1. The school district has a clearly stated philosophy of special education.
2. The special education teachers are certified and well qualified through experience and training.
3. Children have individually prescribed educational programs based on a diagnosis of their educational needs.
4. The diagnostic/assessment procedure includes the use of a qualified multidisciplinary team approach.
5. Teachers are assisted by support personnel.
6. Teachers are provided aides or paraprofessional personnel in the classroom as needed.
7. The pupil/teacher ratio is compatible with the nature and severity of the handicapping conditions being served.
8. The school district provides a wide variety of instructional materials and media for specific handicapping conditions.
9. The special education program is an integral part of the total educational program and complements same.
10. There is provision for handicapped children to be placed in the least restrictive educational program which will meet his/her particular need.
11. Diagnosis and assessment is implemented with speed and efficiency, particularly between initial identification and diagnosis of a child.
12. Individually prescribed programs should provide long- and short-term goals, as well as suggested content and process of educational programming.
13. Procedures have been established for the continuous assessment of a child's functioning.
14. Full educational opportunity is provided to all handicapped children, whether the child is in school or out of school.
15. Students are being returned to regular school programs consistent with their abilities.

GLOSSARY

BASIC SKILLS	The ability to listen, speak, read, write, and to compute mathematically.
CAREER DEVELOPMENT	An area in which each student must acquire certain competencies to survive and advance in any career. Career development includes learning: (a) good work habits; (b) positive attitudes toward work; (c) ability to maintain good interpersonal relationships; (d) ability to make appropriate career decisions; (e) entry-level skills for chosen career fields.
CAREER EDUCATION	Education in which the primary aim is to help students meet their needs as producers (the producer role) in a fulfilling and rewarding manner. Major components of career education include awareness, exploration, preparation (including vocational education), and specialization. Instruction in career education encompasses K-14 and draws heavily upon interprogram study.
COOPERATIVE WORK EXPERIENCE	Work experience activities for students in identified secondary vocational programs related to the students' career interests and inschool vocational studies.
COMMUNICATION SKILLS	Reading, writing, speaking, and listening.
COURSE GOALS	Specific statements of the learner outcomes considered to be desirable consequences of participating in an identified course (high school or departmental elementary school) or an identified area of instruction (nondepartmental or nongraded elementary school). A course goal contributes to the attainment of program goals and fulfillment of the minimum requirements for graduation by students. (See 22-240 C. and D. 1)
DAY OF ACTUAL CLASSROOM INSTRUCTION	The time during which students are present for a major portion of a scheduled school day and are engaged in learning experiences related to district goals and under the guidance of teachers at their school or at off-campus learning stations.
DIAGNOSIS	The identification of a student's learning strengths, problems, interests, and potential as they affect the ability to acquire basic skills.
DISTRICT GOALS	Statements of broad, general learner outcomes that a school district and its community see as desirable consequences of instruction and accept as relevant to attainment of the State Board of Education Goals for Elementary and Secondary Education. (See 22-201)

EDUCATIONAL MEDIA	Educational media are print and audiovisual materials, and their related devices which, when used appropriately, facilitate human learning.
EDUCATIONAL MEDIA CENTER	The physical facilities provided for an organized collection of print and audiovisual materials and their related devices, and staffed by people trained to provide and facilitate the use of these materials and devices as required to meet the needs of its users.
EDUCATIONAL PROGRAM	All of the offerings of a school district, or of an individual school, including the out-of-class activities and the arrangement or sequence of subjects and activities. (Synonym, PROGRAM OF STUDIES)
EXPLORATORY WORK EXPERIENCE	Work experience, usually nonpaid, engaged in for relatively short periods of time for the primary purpose of allowing students to gain a more indepth feeling for possible occupations.
FULL-TIME EQUIVALENCY (FTE)	A statistical term applied to the number of students carrying a full, normal academic load plus the appropriate fraction for each student carrying less than a normal load. For example, three students may each be taking five credit quarter hours; if an FTE equals 15 credit quarter hours (one student attending full-time), the FTE is one, but the headcount is three.
GENERAL WORK EXPERIENCE	Work experience engaged in by students which is not related to any vocational program, but which is usually carried out as a means of acquainting students with the world of work and as an avenue to help identified students discover alternative interests which will make their education more meaningful.
GOALS	Statements of learner outcomes that are deemed desirable at the various instructional levels (district, program, course); OUTCOMES - statements of student behavior as a result of educational experiences in school.
HANDBOOKS	Oregon Department of Education publications for use by school administrators, supervisors and teachers that suggest program and course goals, the scope and nature of learning experiences, teaching methods and strategies, evaluation techniques and other aids to teaching for given instructional programs.
INDICATOR OF COMPLIANCE	Is an object, structure, process, event or other observable piece of evidence that can be used by itself or with other information to determine if a district is conducting its program in accordance with the minimum standards.

INDICATOR OF QUALITY	An object, structure, process, event or other observable piece of evidence that can be used by itself or with other information to judge adequacy, excellence or productivity.
INTERPROGRAM STUDY	Instruction that draws upon the principles and findings of two or more instructional programs or disciplines. Interprogram studies are implemented by units of study or teaching emphasis within established instructional programs, and focus upon some contemporary area of concern (e.g., the environment, intergroup human relations, or consumer problems).
INSTRUCTIONAL PLANNING	The establishment of interrelated sets of goals at three levels of operation (district, program, course) and the procedures of assessing program goal attainment, determining program needs, and improving the program.
INSTRUCTIONAL PROGRAM	A group of interdependent, closely related courses or sequences of courses having a set of allied goals, such as mathematics, language arts, social studies, performing arts, science. (Synonym Area of Study, Subject Area, Broad Subject Field)
MINIMUM COMPETENCIES REQUIRED FOR GRADUATION	Those competencies (demonstrated skills, knowledge, and understandings) which a local school district that operates a high school has identified as acceptable evidence that individual students can survive in the society in which they live.
PERFORMING ARTS	Those visual arts that involve performance before an audience, such as drama, dance and pantomime.
PERSONAL DEVELOPMENT	An area in which each student must acquire certain competencies to survive and grow as an individual. Personal development includes learning to: (a) read, listen, analyze, speak, and write; (b) compute, using the basic processes; (c) understand basic scientific and technological processes; (d) develop and maintain a healthy mind and body; and (e) develop and maintain the role of a life-long learner.
PRESCRIPTION	The use of adopted plans and procedures to provide learning experiences designed to meet the needs of individual learners as reflected by a diagnosis of their learning strengths, problems, interests, and potential.
PROGRAM	A series of interdependent, closely related services and/or activities that contribute to a common goal or set of goals.
PROGRAM GOALS	Statements of general learner outcomes considered to be desirable consequences of an instructional program or area of study, and which contribute to the attainment of district goals.

PROGRAM GOAL ASSESSMENT	The collection and reporting of information that describes the degree to which students are achieving program goals.
PROGRAM IMPROVEMENT	The use of assessment and needs identification information in making program revisions and adaptations that result in the reduction of the needs noted in the program needs identification process.
PROGRAM NEEDS IDENTIFICATION	The development and application of procedures for specifying and prioritizing those differences between actual learner outcomes and desired outcomes of program instruction that are sufficient to warrant considering program revision.
SOCIAL RESPONSIBILITY	An area in which each student must develop competencies in order to function effectively and responsibly: (a) as a citizen in the community, state, and nation; (b) as a citizen in interaction with his or her environment; (c) as a citizen on the streets and highways; (d) as a consumer of goods and services.
STANDARD	A requirement or a series of allied requirements prescribed by the State Board of Education, pursuant to provisions of ORS 326.051, for the conduct of elementary and secondary school programs by school districts.
VISUAL ARTS	Art, the products of which endure or can be seen or comprehended through the eye, such as paintings, sculpture, architecture, drawings; includes the performing arts which relate to drama, dance and pantomime.
VOCATIONAL EDUCATION	Vocational education at the secondary level is education in which the primary aim is to prepare individuals for gainful employment in initial, entry-level jobs, more advanced jobs, or for other post-secondary alternatives including apprenticeship or on-the-job training, or additional education in an occupational area.

APPENDIX A

OREGON LAWS RELATING TO STANDARDIZATION AND THE CONDUCT OF SCHOOL PROGRAMS

This summary of school laws includes reference to all statutes pertaining to school standardization and to required classroom instructional activities and observances. It also includes reference to some but not all statutory requirements pertaining to school program management. Reference should be made to the latest edition of Laws Relating To Public Schools and Community Colleges, published by the State Board of Education, for the complete texts of these and other school laws.

OREGON DEPARTMENT OF EDUCATION DUTIES RELATING TO SCHOOL STANDARDS

ORS 326.051 Board Functions: Requires the State Board to establish state standards for public schools after having considered the goals of modern education and the requirements of a sound comprehensive curriculum. Also, requires the Board to report biennially to the Legislative Assembly on the general condition of the public schools; to adopt rules for the general government of the schools and for the maintenance of discipline therein; and to prescribe minimum or required courses of study.

ORS 327.006 Definitions: Among other definitions, defines "standard school" as a school meeting standards set by the rules of the State Board of Education.

ORS 327.010 Basic School Support Fund; Purpose of Fund: Requires that the Fund shall be used exclusively for the improvement and support of standard elementary and secondary schools and to equalize educational opportunity.

ORS 327.103 Standard School Presumed; Correction of Deficiencies: Declares schools to be standard until found to be deficient; states conditions under which BSSF apportionments shall be withheld from a district; specifies actions to be taken by a district found to be in noncompliance; and assigns related duties to the Superintendent of Public Instruction.

ORS 327.125 Superintendent to Administer ORS 327.006 to 327.133; Board Rules: Requires the Superintendent of Public Instruction to administer and the State Board of Education to adopt and promulgate necessary rules to carry into effect provisions of the BSSF statutes.

ORS 328.205 Power to Contract Bonded Indebtedness; Use of Proceeds to Pay Expenses of Issue: Authorizes school districts to contract bonded indebtedness for specified purposes provided that in the case of districts having nonstandard or conditionally standard schools such authorization shall be subject to approval by the Superintendent of Public Instruction.

INSTRUCTIONAL PROGRAM

ORS 336.015 Arbor Day: Provides that the last Friday in April shall be known as Arbor Day and that district boards shall see that activities are conducted that emphasize preservation and improvement of the natural environment.

ORS 336.025 Frances E. Willard Day: Provides that the fourth Friday in October shall be known as Frances E. Willard Day, and that time shall be devoted to appropriate instruction and commemorative activities.

ORS 336.035 Required Courses of Study; Supplemental Courses; District Courses: Requires district boards to carry out the courses of study prescribed by law and rules of the State Board of Education and provides for exceptions. Also, authorizes district boards to establish courses of education concerning venereal disease under certain conditions and with certain stipulations.

ORS 336.057 Courses in United States Constitution: Provides that courses of instruction in the United States Constitution shall begin not later than the opening of grade 8 and continue through grade 12.

ORS 336.067 Instruction in Ethics and Morality: Requires public schools to give special emphasis to instruction in honesty, morality, courtesy, obedience to law and other specified moral and ethical attributes. Also, requires the Superintendent of PUblic Instruction to prepare an outline of suggestions.

ORS 336.072 Fire Drills; Unlocked Exits; Instruction in Fire Dangers; Course of Instruction: Requires at least 30 minutes in each school month to be devoted to instruction on fire dangers and drills in grades 1 through 8. Also, requires the Superintendent of Public Instruction to prepare a course of instruction on fire dangers and drills.

ORS 336.074 Teaching in English Required; Exceptions: Requires all teaching to be done primarily in English except for foreign language courses and instruction of non-English speaking pupils for specified purposes.

ORS 336.079 Special English Courses for Certain Children: Requires that specific courses to teach speaking, reading, and writing shall be provided for children unable to profit from classes taught in English.

ORS 336.175 Extended Educational Experiences: Authorizes district boards to utilize educational experiences offered through public and private community agencies, to include work experience programs conducted on a contractual basis with employers.

ORS 343.221 Special Education: Requires district boards to provide special education for any children who require such education or to make certain other arrangements for their education when more feasible to do so.

STUDENTS AND STUDENT RECORDS

ORS 336.195 Student Records Confidential; Rules for Inspection or Release: Requires that all student records maintained by a school shall be confidential and specifies persons and agencies that may have access to such records and conditions that apply thereto.

ORS 336.205 Certain Student Records Not Public Records: Provides that any category of student records specifically designated as confidential pursuant to ORS 336.195 shall not be deemed a public record for the purposes of ORS 192.005.

ORS 336.215 Transfer of Student Records to Other Schools: Authorizes schools to transfer all records of an individual student to another school or educational institution upon notice of the student's enrollment in the other institution.

ORS 339.240 Rules of Pupil Conduct and Discipline; Duties of State Board and District School Boards: Requires district boards to adopt and distribute rules regarding student conduct, discipline and procedures pertaining thereto that comply with related minimum standards promulgated by the State Board of Education.

ORS 339.250 Duty of Pupils; Cause for Discipline, Suspension or Expulsion: Requires pupils to comply with school rules, pursue required studies, etc.; authorizes district boards to discipline, suspend or expel refractory pupils and states sufficient causes for such actions; and specifies the maximum period of time for an expulsion.

ORS 339.410 School Hours of Pupils under Eight Years of Age: Provides that pupils under eight years of age may be dismissed after school attendance of four hours duration; also, that these pupils shall be allowed sufficient recess periods so that classroom time does not exceed three and one-half hours daily.

TEACHERS AND TEACHER AIDES

ORS 342.155 Teacher Aides and Intern Teachers: Authorizes school districts to employ teacher aides and intern teachers subject to rules of the State Board.

ORS 342.173 Effect of Employing Noncertificated Person as Teacher: Provides for forfeiture of state funds by any district which employs a noncertificated person as a teacher.

ORS 342.608 Working Hours for Certified Personnel; Duty-Free Lunch Period Required; Exception: Requires school boards to fix working hours including provision for a 30-minute duty-free lunch period; provides for noncompliance penalty; exempts one- and two-teacher schools from the requirement.

ORS 342.850 Teacher Evaluation; Form; Personnel File Content: Requires an annual evaluation of performance for each teacher; prescribes procedures; specifies nature and use of personnel files and the teacher's rights related thereto.

TEXTBOOK PROVISIONS

ORS 337.120 School Board Selection, Purchase and Use of Adopted Textbooks and Instructional Materials: Provides that, with exceptions given by ORS 337.141, district boards shall select textbooks and other instructional materials from the state multiple adoption list; specifies compliance dates; and provides for authorized postponements.

ORS 337.141 Textbook Adoption by School Boards: Permits local adoptions by districts of 20,000 or more school age children and by other districts upon approval of the State Board of Education.

ORS 337.150 Free Textbooks; Pupil's Duty to Provide Textbooks; Indigent Pupils: Requires district boards to provide textbooks for free use by pupils in grades one through eight and authorizes free use of textbooks for students in grades nine through twelve. Also, requires district boards to require parents to provide textbooks as a condition of attendance for students in grades one through twelve except for indigent pupils to whom textbooks shall be loaned.

ORS 337.260 Textbooks on American History and Government: Forbids the selection and use of textbooks that speak disparagingly of national leaders throughout American history.

MISCELLANEOUS

ORS 332.190 Inspection of School Buildings by Labor Commissioner: Authorizes district boards to request the Commissioner of Labor to inspect any buildings under their jurisdictions and specifies procedures.

ORS 336.072 Fire Drills; Unlocked Exits; Instruction in Fire Dangers, Course of Instruction: Requires monthly drills or rapid dismissals of pupils and related instruction in schools of 50 or more ADA. Also, requires exit doors that can be opened from the inside without a key during school hours.

ORS 336.630 Procurement and Display of Flags: Requires each district board to cause United States and Oregon flags to be displayed on or near each school building during school hours, subject to suitable weather.

ORS 339.420 Attendance at Religious Instruction: Provides that upon request of a parent or guardian, a child may be excused for periods of not more than 120 hours in any week to attend weekday schools giving instruction in religion.

APPENDIX B

MINIMUM STANDARDS FOR PUBLIC SCHOOLS

22-201 OREGON STATE BOARD OF EDUCATION GOALS FOR ELEMENTARY AND SECONDARY EDUCATION

Preamble

The State Board of Education, in response to the changing needs of Oregon learners, sets forth six goals for the public schools.

Conceived and endorsed by Oregon citizens, the statewide goals are designed to assure that every student in the elementary and secondary schools shall have the opportunity to learn to function effectively in six life roles: INDIVIDUAL, LEARNER, PRODUCER, CITIZEN, CONSUMER, and FAMILY MEMBER. Each goal suggests the knowledge, skills, and attitudes needed to function in these life roles.

The statewide goals shall be implemented through the district, program and course goals of each local school district. These local goals are set by schools and communities together to fulfill a mutual responsibility for the education of every student. Because most of the knowledge and skills needed to function effectively in the role of LEARNER are acquired in school, the school has primary responsibility for helping students achieve this goal.

Each school and its community should establish priorities among the goals to meet local needs, and allocate their resources accordingly. This process should provide each student with the opportunity to achieve the requirements for graduation from high school, and as much additional schooling as school and community resources can provide.

Statewide Goals for Schooling

Each individual will have the opportunity to develop to the best of his or her ability the knowledge, skills, and attitudes necessary to function as a (an):

INDIVIDUAL: To develop the skills necessary for achieving fulfillment as a self-directed person; to acquire the knowledge necessary for achieving and maintaining physical and mental health and to develop the capacity for coping with change through an understanding of the arts, humanities, scientific processes, and the principles involved in making moral and ethical choices.

LEARNER: To develop the basic skills of reading, writing, computation, spelling, speaking, listening, and problem-solving; and to develop a positive attitude toward learning as a lifelong endeavor.

PRODUCER: To learn of the variety of occupations; to learn to appreciate the dignity and value of work and the mutual responsibilities of employees and employers; and to learn to identify personal talents and interests, to make appropriate career choices, and to develop career skills.

CITIZEN: To learn to act in a responsible manner; to learn of the rights and responsibilities of citizens of the community, state, nation, and world; and to learn to understand, respect and interact with people of different cultures, generations, and races.

CONSUMER: To acquire knowledge and to develop skills in the management of personal resources necessary for meeting obligations to self, family, and society.

FAMILY MEMBER: To learn of the rights and responsibilities of family members, and to acquire the skills and knowledge to strengthen and enjoy family life.

Hist.: Adopted 4-19-74. 22-095 renumbered 22-201. Amended 12-13-74; Filed 1-20-75; Effective 9-1-75.

22-205 : LEGAL AUTHORITY

Standards for Oregon public schools are developed and issued by the Oregon State Board of Education under authority of ORS 326.051. The minimum standards and rules adopted by the Board are requirements with which all public schools must comply. These standards are not applicable to community colleges which are defined in Chapter 341, Community Colleges, Oregon Revised Statutes, except for program requirements necessary for the granting of adult high school diplomas.

Hist.: 22-005 renumbered 22-205. Amended 12-13-74; Filed 1-20-75; Effective 9-1-75.

22-210 ADMINISTRATION OF THE STANDARDIZATION PROGRAM

The Accreditation Section of the Oregon Department of Education is responsible for the evaluative and reporting instruments used in school standardization.

The Department initiates standardization visits to public elementary and secondary schools on a regularly scheduled basis and at other times as deemed necessary by the Department. A public school desiring an official standardization appraisal at other than the scheduled times may present a written request to the Department. The school will be classified after a formal standardization visit.

A nonpublic elementary or secondary school desiring an official standardization appraisal will present a written request to the Department. The school will be classified after a formal standardization visit.

Hist.: 22-010 renumbered 22-210. Amended 12-13-74; Filed 1-20-75; Effective 9-1-75.

22-215 DEFINITIONS

As used in Administrative Rules, Sections 22-001 to 22-020, unless otherwise indicated in the context:

STANDARD SCHOOL: A school which meets the provisions of the minimum standards adopted by the State Board of Education.

NONSTANDARD SCHOOL: A school which fails to meet the provisions of the minimum standards of the State Board of Education and which, within ninety days of the official notification of deficiency by the Superintendent of Public Instruction, has not submitted a plan of correction or has not adhered to the plan of correction received and approved by the Superintendent.

CONDITIONALLY STANDARD SCHOOL: A school which has failed to meet the provisions of the minimum standards but for which the local school board has adopted and submitted a plan for correcting the substandard conditions, and the plan has been approved by the Superintendent of Public Instruction.

ELEMENTARY SCHOOL: An organizational unit composed of any combination of grades kindergarten through 8.

MIDDLE SCHOOL: An organizational elementary school unit composed of grades 5, 6, 7, and 8, or a combination thereof; organized separately from other elementary grades in the system, and identified as a middle school with the Oregon Department of Education.

JUNIOR HIGH SCHOOL: An organizational secondary school unit composed of grades 7, 8, and 9, or a combination thereof; organized separately from other grades in the system; and approved as a junior high school by the Oregon Department of Education.

HIGH SCHOOL: An organizational unit composed of grades 10 through 12, or a combination thereof, in districts providing a junior high school which contains grade 9; or, grades 9 through 12, or combinations thereof organized in a separate unit; or grades 9 through 12 housed in a building containing grades kindergarten through 12; or, grades 7 or 8 through 12 which organization has been approved by the Oregon Department of Education.

Hist.: 22-015 renumbered 22-215. Amended 12-13-74; Filed 1-20-75; Effective 9-1-75.

22-220 ASSIGNMENT OF STANDARDIZATION CLASSIFICATION

A. An official standardization classification is assigned to each school in a district after an on-site appraisal supervised by personnel of the Oregon Department of Education.

B. The classifications are:

1. Standard school;
2. Nonstandard school; and
3. Conditionally standard school.

C. A school district with one or more nonstandard schools shall be classified nonstandard and must submit a plan of correction to the Superintendent of Public Instruction pursuant to ORS 327.103 (3) which shall provide specific steps to correct each substandard condition, a completion date for correcting each substandard condition, and the date of approval of the plan by the school district board of directors. When the district's plan of correction is approved by the Superintendent, the classification of the school district will become conditionally standard.

D. A conditionally standard classification indicates a temporary status. Failure of the district to meet the terms of the correction plan will cause the classification of the school to revert to nonstandard, until such time as it adheres to the plan or an amended plan has been presented and approved by the Superintendent.

E. When a school classified as conditionally standard has completed its plan of correction and local district officials certify that the school is meeting all the provisions of the minimum standards, the Superintendent of Public Instruction may change the classification of the school to standard. The classification is subject to review at any time deemed necessary or desirable in light of changes in local conditions or in the requirements of the standards.

Hist.: 22-020 renumbered 22-220. Amended 12-13-74; Filed 1-20-75; Effective 9-1-75.

22-225 WAIVER PROVISIONS

A. When a school district believes it is not feasible to comply with a specific standard in a school or schools, it may petition the Oregon Department of Education for a waiver.

B. The petition for a waiver shall:

1. Identify the specific standard for which the waiver is requested.

2. Provide detailed information about why the district cannot reasonably comply with the standard.

3. Provide detailed information about how the distrit is compensating to protect the education, health, and/or safety of the children affected.

4. Identify a maximum period of time for which the waiver is requested.

C. In administering the standardization program, the Department will encourage school districts to develop instructional programs which exceed minimum standards as well as carefully planned pilot or experimental programs. When a special program or independent textbook adoption necessitates deviation from the standards, a school district will submit a description of its proposal and secure approval prior to implementing the change. Approval will be for a specified period of time and will be followed by an evaluation.

D. The Department shall approve such waivers and deviation when it has assurance that children are adequately protected, and shall specify the length of time the approval shall be in effect. All requests submitted to the Department shall have local school board approval.

E. Regarding those requirements which are specified in the Revised Statutes, approvals for waivers and deviations cannot be granted.

Hist.: 22-025 renumbered 22-225. Amended 12-13-74; Filed 1-20-75; Effective 9-1-75.

22-230 INSTRUCTIONAL PLANNING

Each school district shall have adopted and implemented a system of instructional program planning and assessment that consists of the following:

Hist.: 22-030 repealed 9-1-76.

A. GOALS

The district has developed interrelated sets of:

1. District goals that are statements of desired learner outcomes specified by the local community and by the state as expressed by the Goals for Elementary and Secondary Education, State Board of Education.

   Hist.: Adoption scheduled during 1976. Effective 9-1-76.

2. Program goals that are statements of desired learner outcomes for each instructional program offered by the district in grades kindergarten through 12.

   Hist.: Adoption scheduled during 1976. Effective 9-1-76

3. Course goals that are statements of desired learner outcomes for each course or other unit of study in grades 9 through 12 designated by the district as fulfilling the Minimum State Requirements for Graduation.

   Hist.: Adoption scheduled during 1977. Effective 9-1-77.

B. PROGRAM GOAL ASSESSMENT

The district has collected and reported assessment data and other relevant information on student attainment in relation to program goals.

Hist.: Adoption scheduled during 1979. Effective 9-1-79.

C. PROGRAM NEEDS IDENTIFICATION

The district has identified and set priorities for program needs on the basis of program goal assessment data.

Hist.: Adoption scheduled during 1979. Effective 9-1-79.

D. PROGRAM IMPROVEMENT

The district has developed policies to implement procedures for making program improvements to meet its priority needs.

Hist.: Adoption scheduled during 1980. Effective 9-1-80.

22-235 DIAGNOSIS AND PRESCRIPTION

Each school district shall have:

A. Adopted and implemented diagnostic procedures in basic skills which assure identification of individual students' learning strengths, learning problems, interests and potential.

B. Adopted and implemented plans and procedures to meet the instructional needs of students by providing learning activities to deal with individual learning strengths, learning problems, interests and special problems associated with handicaps.

Hist.: 22-035 repealed 7-1-76. Adoption scheduled during 1979. Effective 9-1-79.

22-240 EDUCATIONAL PROGRAM

Hist.: Adoption 12-13-74; Filed 1-20-75; Effective 9-1-75.

A. Each school district which enrolls students in grades kindergarten through 8, or any combination thereof, shall provide instruction in communication skills, mathematics, science, social science, health education, physical education, music education, and the visual and performing arts.

Hist.: Adoption 12-13-74; Filed 1-20-75; Effective 9-1-75.

B. Instruction in grades kindergarten through 8, or any combination thereof, shall provide students with the opportunities to acquire knowledge and skills in personal development, social responsibility and career development applicable to the minimum competencies required for graduation as adopted for the receiving high schools.

Hist.: Adoption scheduled during 1977. Effective 9-1-77.

C. Each school district that enrolls students in grades 9 through 12 shall offer those subjects that enable students to meet the following graduation requirements up to and including the graduation class of 1977:

1. Three Units (30 Semester Hours) in English-language arts;

2. Two Units (20 Semester Hours) in social studies. The social studies series requires courses in United States history-government and modern problems, or equivalent work approved by the State Board of Education;

3. Two Units (20 Semester Hours) in health education and physical education;

4. One Unit (10 Semester Hours) in science;

5. One Unit (10 Semester Hours) in mathematics; and

6. Ten Units (100 Semester Hours) in elective subjects unless local school board policy prescribes additional work in certain subjects.

Hist.: Adoption 12-13-74; Filed 1-20-75; Effective 9-1-75;

D. Each school district that enrolls students in grades 9 through 12 shall implement the high school graduation requirements adopted by the State Board on September 22, 1972, which are effective beginning with the graduation class of 1978.

1. Credit Requirements for High School Program Completion

   a. Each student is required to earn a minimum of 21 units of credit in grades 9 through 12.

   b. Units of credit shall be earned in the following required areas of study:

      (1) Communication skills - 3
      (2) Mathematics - 1
      (3) Social science - 1
      (4) Citizenship education - 1
      (5) Laboratory science - 1
      (6) Health education - 1
      (7) Physical education - 1
      (8) Personal finance - 1
      (9) Career education - 1
      (10) Electives - 10

   c. The number of units of elective credits may be altered by the program design of the local district.

   d. A district school board may establish additional credit requirements beyond the minimum number listed.

2. Diplomas and Certificates of Competency

   a. A diploma shall be granted upon fulfillment of all credit, competency, and attendance requirements set by the state and local district.

   b. A certificate which identifies acquired competencies may be awarded to those students who have met some, but not all of the requirements for the diploma, and have chosen to end their formal school experience.

3. Performance Requirements for Program Completion

   a. Each student's transcript of record shall indicate satisfactory demonstration of the knowledge and skills necessary to function in the following areas:

      (1) Personal Development

      Each student shall demonstrate competencies necessary to:

      (a) Read, listen, analyze, speak, and write.

      (b) Compute, using the basic processes.

      (c) Understand basic scientific and technological processes.

(d) Develop and maintain a healthy mind and body.

(e) Develop and maintain the role of a lifelong learner.

(2) Social Responsibility

Each student shall demonstrate the competencies required to function effectively and responsibly:

(a) As a citizen in the community, state, and nation.

(b) As a citizen in interaction with his or her environment.

(c) As a citizen on the streets and highways.

(d) As a consumer of goods and services.

(3) Career Development

Each student shall demonstrate competencies required to function effectively within a career cluster or broad range of occupations.

b. The local district shall identify those competencies it is willing to accept as evidence that individual students are equipped to survive in the society in which they live. All competencies need not be developed by each student within the formal schooling process. Schools shall provide the necessary instruction fpr those who need it. Schools will determine student progress toward development of these competencies, and such determination can be made during the normal operation of the school program. Extensive testing programs or testing days are not required.

4. Attendance

a. Twelve school years, beginning with grade 1, of planned educational experience shall be required, except as local district school boards adopt policies providing for early or delayed completion of all state and local program, credit, and performance requirements.

b. Local district school boards are encouraged to adopt policies allowing for individual program completion in more or less than twelve school years.

c. Local district school boards may adopt policies to allow for credit by examination or allow credit for off-campus experiences.

d. In any waiver of the attendance requirement, the administrator shall consider the age and maturity of the student, access to alternative learning experiences, performance levels, the desires of the parents or guardians, and guidelines of the Board.

5. Developing Appropriate Electives and Additional Course Offerings Beyond State Minimums

a. Local districts shall develop elective offerings which provide students with opportunities to earn a minimum of ten elective units of high school credit. The development of these electives shall be structured in terms of the personal, social, career, and post-high school educational needs of students. Vocational, scientific, fine arts, modern language, and humanities needs of students shall be assessed in developing appropriate electives. Local districts are encouraged to provide varied experiences in the fine arts and humanities.

6. Local School District Responsibility for Implementation

a. The requirements shall be applicable beginning with the high school graduating class of 1978. Local school district plans for implementation of 22-040 shall be filed with and approved by the State Board by July 1, 1974.

b. Each school district shall have the option of requiring its graduating classes of 1976 and 1977 to meet the graduation requirements in accordance with subsection D. of this standard. Although classes of 1976 and 1977 may be graduated according to the state standards adopted in 1966, districts are urged to implement these rules as soon as possible.

Hist.: Adoption 12-13-74; Filed 1-20-75; Effective 9-1-75

7. Definition of Terms

a. Unit of Credit

One hundred thirty clock hours of instruction in a planned course shall be the minimum requirement for granting one unit or ten semester hours of credit. Independent study, work experiences, and research time may be counted as a portion of the 130 clock hours when identified as an integrated part of a planned course. Fractional units of credit may be allowed for work accomplished in a planned course of less than 130 clock hours in proportion to the amount of time allotted for the course. This minimum clock hour requirement may be waived pursuant to the provisions of 22-040 D. 7c and D 4.

b. Planned Course

A planned course shall include, but not be limited to: course title; course overview; course goals to be achieved in terms of knowledge, skills, and values; and, where appropriate, minimum survival competencies. Planned courses in one or more required areas of study may be combined for instructional purposes with appropriate units of credit granted and recorded for each course. Within the school's program, provisions must be made for assuring that learning activities and evaluation procedures are identified for each course.

c. Credit by Examination

Credit by examination is a process for ascertaining student competencies for the purpose of waiving course requirements and, if deemed appropriate, granting credit.

d. Personal Finance

As used in 22-040 D. 1, "personal finance" means planned instruction aimed at helping students develop the competencies needed to cope with financial concerns related to their life roles as consumers and producers.

e. Career Education

As used in 22-040 D. 1. and 3. (3)., "career education" "career development" mean planned instruction aimed at helping students develop general occupational competencies needed to function effectively within a career cluster or a broad range of related occupations.

f. Competencies

"Competencies" means possession of skills, knowledge, and understandings to the degree they can be demonstrated.

Hist.: Adoption 12-13-74; Filed 1-20-75; Effective 9-1-75. 22-105 to 22-135 Repealed 9-1-75.

22-245 ADMINISTRATION

A. Each school district shall keep on file a written compilation of organizational rules, operating policies and procedures adopted by it pursuant to ORS 332.107, and shall make such written compilation available to the Oregon Department of Education personnel and other interested parties upon request.

Hist.: 22-060 renumbered 22-245; Amended 12-13-74; Effective 9-1-75.

B. Each school district shall maintain written personnel policies which shall include, but need not be confined to, the following subjects:

1. An affirmative action plan assuring that there shall be equal employment and educational opportunities for all persons regardless of age, handicap, national origin, race, religion, or sex;

   Hist.: Adoption 12-13-74; Filed 1-20-75; Effective 9-1-75.

2. Descriptions of position classifications outlining job requirements of all personnel;

   Hist.: Adoption scheduled during 1976; Effective date 9-1-76.

3. A liaison system between the local school board and its employees.

   Hist.: Adoption scheduled during 1976; Effective date 9-1-76.

Copies of the written personnel policies shall be available for inspection by all school employees and the public. All school employees shall be informed of the existence and availability of the personnel policies.

Hist.: Adoption 12-13-74; Filed 1-20-75; Effective 9-1-75.

C. Each school district shall provide equal educational opportunity for all students under any education program or activity administered or authorized by the Oregon State Board of Education.

D. Each school district shall complete and forward promptly all reports required by the Department.

E. Each school district shall cause all employees responsible for custody of any funds, fees, or cash collections to be covered under a board approved bond.

F. Student activity funds and other fees or cash collection funds shall be examined annually by a board-approved, independent accountant.

G. In evaluating the transcripts of students, the administrator shall:

1. Accept satisfactory attendance and satisfactorily completed units of credit and competencies from a standard junior high school on the same basis as when completed in a four-year high school;

2. For out-of-state transfer students:

   a. Accept the units of credit and attendance completed in standard secondary schools on the same basis as if the requirements had been completed in this state; and

   b. Determine which of the local school district's minimum survival competencies the student must demonstrate in order to meet its requirements for graduation.

3. Accept the minimum survival competencies completed in a standard secondary school in Oregon as if those competencies had been earned in the administrator's own district;

4. For students from a private, alternative, or nonstandard public secondary school:

   a. Determine the value of credits;

   b. Determine which of the local school district's minimum survival competencies the student must demonstrate in order to meet the requirements for graduation; and

   c. Determine the number of years of school attendance or equivalent.

5. Determine the grade placement of elementary students enrolled in grades kindergarten through 8;

6. Determine the value of credits obtained through correspondence courses as applicable to meeting state and local requirements for graduation, providing the courses have been taken from a member of the National University Extension Association; and

7. Determine the value of credits obtained in an approved community college program, as applicable toward meeting state and local requirements for graduation.

H. Each school district shall schedule and provide an annual school year consisting of a minimum of 175 days of actual classroom instruction.

Hist.: Items 3 to 8 - Adoption 12-13-74; filed 1-20-75. Effective 9-1-75. 22-050 Repealed 9-1-75.

22-250 PUPIL PERSONNEL SERVICES

Pupil personnel services are instructional and support programs which maximize opportunities for all students to understand and develop positive self-concepts, move through individual levels of development, cope with their environment, develop positive life-career goals, and have access to adequate health services.

A. Each school district board shall adopt a policy, followed by the development and implementation of a formal guidance and counseling program which identifies the points lited below.

1. Outcomes that include, but are not limited to, assisting students in:

   a. Developing decision-making skills,

   b. Obtaining information about self,

   c. Understanding opportunitites and alternatives available in the educational program,

   d. Setting career and educational goals,

   e. Accepting increasing responsibility for one's actions,

   f. Developing skills in interpersonal relations, and

   g. Utilizing school and community resources;

2. Responsibilities delegated to each school;

3. How the program is coordinated in grades kindergarten through 12;

4. Methods and procedures for evaluating the program.

B. Each school's guidance and counseling program shall be based upon a written plan that implements the district's program and which includes the following components:

1. Goals, or outcomes;

2. A method for assessing guidance and counseling needs of students;

3. Major activities relating to:

   (A) The school, and

   (B) The student;

4. Guidance and counseling objectives relating to individual student's needs;

5. Procedures which help individual students set personal objectives; and

6. School counselor assignments made in accordance with personnel qualifications as required by the state certification rules.

Hist.: Items 1-2; 22-040 renumbered 22-250; Amended 12-13-74. Effective 9-1-76

C. Student Records

Each school district board shall establish a written policy which:

1. Contains guidelines in conformance with existing statutes for access to and dissemination of information contained in student records;

2. Provides for the maintenance of permanent student records which include the following portions of the progress record:

   a. The full name of the student,

   b. The student's birthdate,

   c. The parents'/guardians' names,

   d. The date of entry into the school,

   e. The name of the previous school attended,

   f. The subjects taken,

   g. Marks received and/or credits earned,

   h. Attendance record,

   i. The date and reason for leaving school, and

   j. Such additional information as prescribed by the district;

3. Provides for a copy of the permanent record to be retained in the school, or the school district or intermediate education district office;

4. Provides for the forwarding of student progress records upon receipt of notice of enrollment from another educational institution;

5. Provides for the forwarding of behavioral records upon request of the student's parents; and

6. Provides for the keeping of permanent records in a safe, vault, or file having a minimum one-hour fire-safe rating, or for the keeping of duplicate permanent records in a safe depository outside the building.

Hist.: Amended 12-13-74; Filed 1-20-75. Effective 9-1-75.

D. Each school district board shall:

1. Develop a plan identifying the health services provided for the students enrolled in its schools; and

2. When employing school nurses, assure that qualifications include an Oregon nursing license to practice as a registered nurse.

Hist.: Amended 12-13-74. Effective 9-1-76.

22-255 SCHOOL STAFF

A. Each school district shall employ and assign properly certificated personnel in accordance with the rules established by the Teacher Standards and Practices Commission pursuant to Revised Statutes 342.120 through 342.200.

B. Employment of Teacher Aides: A school district which employs teacher aides shall be subject to the rules of the Oregon State Board of Education as set forth in Administrative Rules 37-005 through 37-035.

Hist.: Items 1-2; 22-055 renumbered 22-255; Amended 12-13-74; Filed 1-20-75. Effective 9-1-75.

C. Daily Class Size/Assignment: Each school district shall maintain class sizes at all grade and instructional levels that are functional in view of the purposes of the class groupings. Class size, staffing, and program arrangements in grades kindergarten through three, especially, shall be of such a nature that all enrolled pupils will have access to individualized instruction as needed.

Hist.: Amended 12-13-74; Filed 1-20-75. Effective 9-1-76.

22-260 EDUCATIONAL MEDIA

Each school district shall:

A. Provide in each school building a center offering organized media services and materials consistent with the district's program and course goals. This center shall be located appropriately to serve the needs of the instructional program.

Hist.: 22-040 renumbered 22-260; Amended 12-13-74; Filed 1-20-75. Effective 9-1-76.

B Have adopted a procedure regarding the selection and purchase of instructional materials.

Hist.: Amended 12-13-74; Filed 1-20-75. Effective 9-1-75.

C. Have adopted a procedure to coordinate the evaluation and purchase of instructional equipment to insure the quality and compatibility of the equipment with the needs of teachers and students.

Hist.: Amended 12-13-74; Filed 1-20-75. Effective 9-1-75.

(4) Assign media staff in accordance with personnel qualifications as required by the state certification rules.

Hist.: Amended 12-13-74; Filed 1-20-75. Effective 9-1-76.

22-265 SCHOOL FACILITIES

Each school district shall:

A. Provide structurally sound buildings adequate in size and arrangement to accommodate the educational program offered and to meet the physical needs of all students and staff.

B. Provide the instructional furniture, equipment, materials, and supplies required at various grade levels and in various subject and special areas.

C. Obtain approval of all building plans for new construction and remodeling from the Oregon Department of Education and other required state and local agencies in terms of specific state standards for school buildings.

Hist.: 22-065 renumbered 22-265; Amended 12-13-75; Filed 1-20-75. Effective 9-1-75.

22-270 SAFETY AND EMERGENCY PLANNING

Each school district shall:

A. Be responsible for the management of a current comprehensive emergency plan and safety policy program for all schools, school buses and other property under its jurisdiction. The plan shall include assurance that the district complies with all local, state, and federal laws relating to safety standards.

Hist.: Adoption 12-13-74. Effective 9-1-76.

B. Conduct and document regularly scheduled safety inspections of all schools and property under its jurisdiction.

Hist.: Adoption 12-13-74; Filed 1-20-75. Effective 9-1-75.

C. Conduct an accident prevention in-service program as a part of a regular orientation program for all teachers and other employees of the district.

Hist.: Adoption 12-13-74. Effective 9-1-76.

D. Conduct an accident reporting system for accidents which happen on school property, or involve teachers, students and other school personnel on school business regardless of the nature or security of the program.

E. Cause all schools to provide the necessary safety devices, safety equipment, and safety instruction for students and adults operating power tools, conducting laboratory experiments, and participating in physical education classes and intra- or inter-school activities.

Hist.: Items 4 and 5; Adoption 12-13-74; Filed 1-20-75. Effective 9-1-75.

22-275 AUXILIARY SERVICES

Auxiliary services are necessary to support the total educational program provided by the local school district. These services shall be so organized that they are recognized by the community as a part of the total program and, as such, shall be integrated into the kindergarten through 12 instructional program.

A. Transportation Services

1. Transportation provided at school district expense shall comply with applicable state laws and administrative rules adopted by the State Board of Education.

2. Buses shall be constructed, equipped, maintained, and inspected in accordance with Oregon Motor Vehicle Law and requirements adopted by the State Board of Education.

3. Bus drivers shall possess a valid Oregon School Bus Driver's License and shall comply with operating procedures adopted by the State Board of Education.

B. School Food Services

School districts operating student food service programs shall comply with the rules and regulations established by the State Board of Education.

C. Custodial Services

Buildings and grounds shall be maintained to provide conditions conducive to the health and safety of all persons.

Hist.: 22-070 renumbered 22-275; Amended 12-13-74; Filed 1-20-75; Effective 9-1-75.

Minimum Standards for Public Schools
—Implementation Schedule—

X-Required as basis for evaluation
O-Optional as basis for evaluation
*-Only selected school districts will be visited during the pilot year
**-Review and consultation only. Not required for accreditation purposes.

Administrative Rule		School year in which districts shall comply with the new Minimum Standards for Public Schools (year starts on Sept. 1).					
		1966 Stds.	New Minimum Standards				
		74-75	75-76*	76-77	77-78	78-79	79-80	80-81
22-201	Goals		X					
22-205	Legal Authority							
22-210	Administration	X	X					
22-215	Definitions	X	X					
22-220	Classification	X	X					
22-225	Waivers	X	X					
22-230	Instructional Planning							
	A. Goals							
	1. District goals		O	X				
	2. Program goals		O	X				
	3. Course goals			O	X			
	B. Program Goal Assessment					O	X	
	C. Program Needs Identification					O	X	
	D. Program Improvement						O	X
22-235	Diagnosis and Prescription					O	X	
22-240	Educational Program							
	A. Elementary Programs	X	X					
	B. Elementary Programs & Grad. Req.			O	X			
	• 1966 Grad. Requirements	X	O	O				
	C/D. New Grad. Requirements		X					
	• Grad. Req. Impl. Plan	X						
	• Planned Course Statements							
	(1) Planned course 9th gr.	X**	X					
	(2) Planned course 10th gr.	O	X					
	(3) Planned course 11th gr.		O	X				
	(4) Planned course 12th gr.			O	X			
22-245	Administration							
	A. Written rules, policies	X	X					
	B. Personnel policies							
	1. Affirmative action plan	X	X					
	2. Position classifications		O	X				
	3. Liaison system		O	X				
	C. Equal educational opportunity	X	X					
	D. Required reports	X	X					
	E. Bonding for funds custodians	X	X					
	F. Audit of activity funds	X	X					
	G. Student transcript evaluation	X	X					
	H. 175 actual classroom days	X	X					
22-250	Pupil Personnel Services							
	A. Guidance program	X	O	X				
	B. Guidance plan	X	O	X				
	C. Student records	X	X					
	D. Health services plan		O	X				
22-255	School Staff							
	A. Employment, assignment of certificated teachers	X	X					
	B. Employment, teacher aides	X	X					
	C. Daily class size	X	O	X				
22-260	Educational Media							
	A. Media services & materials	X	O	X				
	B. Written policies, procedures for materials selection	X	X					
22-265	School Facilities	X	X					
22-270	Safety and Emergency Planning							
	A. Written plan	O		X				
	B. Safety inspections	X	X					
	C. Accident prevention program	O		X				
	D. Accident reporting system	X	X					
	E. Safety policies, equipment, instruction in use	X	X					
22-275	Auxiliary Services							
	A. Transportation services	X	X					
	B. School food services	X	X					
	C. Custodial services	X	X					

APPENDIX C

Minimum Approval Criteria for Secondary Vocational Programs

Vocational programs in Oregon's secondary schools are approved on the basis of criteria outlined in State Board of Education approved plans and documents. These criteria correspond with federal rules and regulations for vocational education programs using federal vocational funds.

1. Students are admitted to vocational education programs on the basis of occupational objectives and potential for achieving occupational competency.

2. Vocational guidance including effective selection, placement, and follow up of students is available to all students who want, need, and can benefit from vocational education.

3. Adequate instruction is provided to help students achieve the occupational objectives of the curriculum pattern.

4. Students are provided with adequate instruction to encourage sound safety practices and promote healthy work habits.

5. Facilities, including equipment, instructional aids and supplies, enable students to effectively meet the objectives of the program.

6. Vocational education programs are responsive to changing job requirements and labor market needs.

7. Accurate and current information is maintained about employment opportunities in regional and local markets.

8. Programs are designed to enable students to develop competencies necessary for further education or entry employment in the recognized occupations.

9. There are substantial and identified opportunities for employment in the occupational areas taught.

10. Vocational education programs are designed to prepare individuals in an occupation or a group of closely related occupations.

11. Programs are developed and conducted with the advice of occupational advisory committees.

12. Facilities and equipment are reasonably comparable to conditions and equipment used in actual working situations.

13. Instruction is based on skills, attitudes, and knowledge required in the occupation or cluster of closely related occupations.

14. The program of instruction is sufficiently extensive in duration to enable students to develop the identified competencies and to meet curriculum objectives. Generally, provisions will be made for instruction to be provided for a minimum of ten (10) instructional hours per week or for two credit units or the equivalent.

15. Provision is made for vocational education student leadership organizations where appropriate. When utilized, they will be an integral part of instruction and be supervised by persons who are qualified as vocational education teachers or supervisors.

16. Evaluation is based on how well the program meets its stated objectives and includes appraisal from students, employers, and occupational advisory committees.

17. Instructors and supervisors who conduct programs must be qualified to do so as outlined in the State Plan for the Administration of Vocational Education.

18. Federal funds made available to educational agencies will be used to supplement the amount of local funds available, and in no case supplant local funds.

19. Specific criteria relating to individual vocational program areas may be determined and become part of continuing program assurances for the conduct of vocational education programs.

20. Programs shall be open to all individuals of secondary school age or older regardless of race, sex, ethnic origin, physical or mental handicap, or who may have academic, socioeconomic, cultural or other indentified disadvantages, and who need or can benefit from vocational instruction.

21. Information about programs using federal vocational funds will be made available upon request of the Department of Education.

In addition to the above noted minimum approval criteria for vocational education programs, career and vocational education programs shall meet the guidelines, requirements, and other considerations included in the local long-range plans for the improvement of career and vocational education required by the Department of Education of all elementary and secondary schools.